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The Playground



Lewis W. Hime

A Safer, Saner Fourth of July

The Playground

Published Monthly by the

PLAYGROUND ASSOCIATION OF AMERICA

1 Madison Avenue, New York City

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Suggestions for Celebrating Independence Day

AUGUST H. BRUNNER,

DEPARTMENT OF CHILD HYGIENE, RUSSELL SAGE FOUNDATION, NEW YORK CITY.

It is proposed in this article to tell something of the movement for a "New and More Glorious Fourth of July," of celebrations which will tend to make our national holiday more patriotic and eliminate the present objectionable features.

The first question which will naturally come up in the minds of those to whom a proper celebration of Independence Day is suggested will probably be, "What is there that can take the place of the traditional firecracker and toy cannon, and still have the day lose none of its significance?"

This question has been answered by cities which have had proper celebrations: Allegheny, Camden, Chicago, Detroit, East-hampton, Indianapolis, Lynn, New London, Newton, Mass.; Pittsburg, Pittsfield, Portland, Ore.; St. Paul, San Francisco, Springfield, Mass.; Toledo, Washington, Westfield, and West Medford. Reports from these cities indicate that the effort made for the celebration of the day in a National manner has been satisfactory. All are eager to get further information concerning celebrations.

On May 14, 1909, the last day of the Third Annual Congress of the Playground Association of America, the Conference of Municipal Representatives was held at Pittsburgh. Hon. William A. Magee, the Mayor of that city, was the presiding officer of the meeting which had been called together for the purpose of discussing "A Safer, Saner Fourth of July." Representatives of forty-five municipalities were present.

In the report of this conference published soon after the congress, appeared the following suggestive program prepared by Miss Elizabeth Burchenal, Inspector of Athletics for the Girls' Branch of the New York Public Schools Athletic League:



George H. Cooper, Pittsfield, Mass.

A FOURTH OF JULY CELEBRATION, PITTSFIELD, MASS.

INDEPENDENCE DAY

A FOURTH OF JULY PROGRAM.

9 A. M.

Grand Parade.

Music.

Pageant of early national and local history up to 1775.

Paul Revere on horseback.

Fife and drums.

Continental Army (high school cadets) marching.

Signing of the Declaration of Independence.

"The Spirit of '76."

"Columbia" and the city.

United States troops, militia, naval brigade, police.

Pageant of the nations represented in the city, showing their achievements, national dress, customs, music, etc.

School children (showing amalgamation of all nationalities) carrying American flags.

Pageant of industries—merchants, manufacturers, labor unions, etc.

11 A. M.

Mass meeting in public square, the city hall or the court house.

Music—choral singing conducted by the leading musical directors of the city.

Independence Day oration.

Reading of the Declaration of Independence.

Singing of the great national lyrics and hymns.

Balloon ascension.

Raising of the flag.

National salute of forty-seven guns.

12 M. to 7 P. M.

Band concerts in different parts of the city.

Family picnic parties in parks and groves.

Games and wading for children.

Organized games and folk dancing.

Organized athletic meets for young boys.

Organized athletic meets for youths and men.

Organized water sports:

Canoe and rowing races.

Motor boat races.

Swimming.

INDEPENDENCE DAY

7 P. M. to 10.30 P. M.

Band concerts in different parts of the city.

Display of fireworks under the direction of local committees at various points.

How Some Cities Have Celebrated.—In one New England town a plan was worked out which made Independence Day a patriotic carnival. The day was observed in a stirring and yet systematic manner; everybody was included and everybody had a good time. Every class and every age of its citizens took part in the day's program. Inez J. Gardener describes this celebration in the *Ladies' Home Journal* as follows:

"Big and little stores were represented in the civic parade. The big mills and large business houses made an especially handsome effort, and all the societies in town, each of which had a delegate on the General Committee in charge of the day, sent representatives into the line. Smaller business places showed themselves. A German shoemaker, who is owner and employee in a one-room store, appeared on a float hung with shoes of his own making and with hides, sat on a bench in the middle of the float, and pegged shoes all the way round the course. A village blacksmith set his anvil and forge upon a drag and joined the procession, pounding away at the red-hot iron and making shoes. The whole town, little and big, was represented. The various business houses paid their just proportion in the day's expenses and no more.

"The Parade Committee took boys between sixteen and twenty years of age who wanted some part in the line of march and drilled them in companies in military step. The town tailor cut out pattern suits for each committee, and a Uniform Committee of women and girls cut out the suits from varicolored cheesecloth and bunting. The boys then took the costumes home to be sewed, or if they had no one to do it, the Uniform Committee made them. The boys were reviewed by army men, and the company doing the best drew a prize. All the boys, however, were decorated with badges.

"The numerous small boys who usually follow a parade with eager feet and longing eyes, were given a share in the parade and organized into a 'Coxey's Army.' They were told to appear in their old clothes an hour before the parade started. Then they were blackened up, armed with big wooden swords and muskets all out of proportion to each urchin's small size, and grouped in detachments. The divisions were headed by as big men as could be found, each man wearing a gorgeous fancy-dress costume. Every small boy who paraded behind such a gorgeous leader and with a gun over his shoulder felt that he had indeed celebrated the Fourth.

"The Red Cross Committee divided the town into sections, and the doors of those households that desired it were marked with cards bearing a red cross. The adults in that neighborhood were then asked to keep the children as quiet as possible and not to celebrate in that vicinity.

"Other committees looked out for the general comfort. The Drinking Water Committee placed barrels of water with drinking cups attached at intervals along the streets where the crowd was largest, and kept them filled during the day. A large Hospitality Committee was organized of people of every rank, and of old and young. The members looked out for the welfare of visitors who came in from surrounding towns, placed settees at street corners, and kept chapels and vestry rooms of churches open, so that the tired could go in and rest. Some of the churches served dinners at a low rate for the holiday crowds."



Washington Playground Association, Washington, D. C.

A FOURTH OF JULY CELEBRATION, WASHINGTON, D. C.

INDEPENDENCE DAY, SPRINGFIELD, MASS.

Springfield, Mass., has perhaps had more elaborate celebrations than any other city. The following is a description of the 1908 celebration which was written by Miss Mary Vida Clark and appeared in *Charities and The Commons* (now the *Survey*):

"The nations came in huge floats, sailing majestically up the main street. First came the Swedes in a Viking ship with stalwart yellow-haired rowers at the oars; the English recalled Magna Charta; the Scotch showed their Queen Mary, preceded by bare-kneed, kilted Highlanders swinging along with their tartans flying, blowing real bagpipes; the Irish, modestly ignoring their success in ruling this country, delved into their remote past and produced 'Columcille pleading for the bards.' There are some two thousand Greeks in the city, and the men whose mellifluous names distinguish our candy and flower shops, arrayed in classic robes, and with flowing beards, showed us Socrates, Plato, Pericles, and Lysurgus, and lest we should be too much overawed by these princes in disguise, there followed after them, in graceful symbolism, some fifty young Greeks, holding the sides of a huge American flag, while over their shoulders they carried smaller flags of their national blue and white. The adaptable Italians, eager to prove their present glory like their past, followed up their Michael Angelo and Galileo with Marconi. The French, coming by way of Canada, with special appropriateness for this year, exhibited Champlain in his boat on the St. Lawrence. William Tell was recalled by the Germans. The Chinese graciously conceded a native orchestra and a huge barge of wonderful tapestries, but showed their personal preference by wearing American clothes and riding in hacks. Handsome rug merchants from Armenia displayed themselves and their families in gorgeous embroideries, against a background of magnificent hangings. The Syrians proudly posed in a splendid oriental court scene. The Poles furnished a band. A group of fine-looking negro veterans, from a regiment that took Fort Wagner, was the only reminder of the Civil War.

"Surely, no citizen of Springfield, young or old, could see such an historic pageant of races and nationalities without gaining some appreciation of the nature of the modern contribution to our national life, or could escape having his outlook broadened by some glimpse of the American of the future that is to come out of this mingling of races and of race ideals, or could fail to see the general possibilities for improvement in the amalgamation of many of these people, bringing traditions of such beauty and nobility.

"The procession returned to Court Square, the civic center, at eleven o'clock, in time for the literary exercises. The latter consisted of an oration on the responsibility of the people in the settlement of national questions. There was also choral singing conducted by a leading musical director of the city. A fine effect was produced by the voices of several thousand people rendering in unison the great national lyrics of this and other lands and the hymns of the ages. At twelve o'clock the great crowd watched with greatest interest the ascent of two balloons. The national salute of forty-seven guns brought the morning exercises to a close.

"In the afternoon games for the children and field and water sports for youth were held at Forest Park, a woodland reservation in the south part of the city. Many families organized picnic parties and went to points of vantage from which to see the games and athletic contests. The slopes of the park at Pecousic, overlooking the Connecticut river, constituted a natural amphitheatre from which to see the canoe, motor boat and rowing races. Band concerts were held throughout the day and evening at selected centers in the city and the park.

"The evening illuminations and fireworks were noteworthy, and were partly under the direction of the Independence Day Association, which looked



University of Virginia, Charlottesville, Va.

A FOURTH OF JULY CELEBRATION. THE RECEIVING PARTY.

INDEPENDENCE DAY, ST. PAUL, MINN.

after Court Square and Main Street, and of district committees who organized and carried out local exhibitions at various points.

"So carefully was the observance of the day planned that no accident of moment occurred, and there was no call on the fire department and but little demand on the police. More than this, practically every citizen was interested directly or indirectly in the conduct of the celebration, and all shared in an inspiring and uplifting entertainment. Lessons of coöperation and community service were taught in the best possible way, that is, by doing; and the various elements of the population were united in the bonds of a common endeavor. Civic pride was stimulated, and the day was replete with suggestions of the meaning and value of human liberty."

The following interesting description is quoted from a letter of Dr. Arthur W. Dunning, Chairman of the Playgrounds Committee of St. Paul, Minn., to the Department of Child Hygiene of the Russell Sage Foundation:

"The order of the day is as follows: Gathering of the children at a downtown park, from which they all march under adult leadership to Harriet Island, which lies in the Mississippi and is the site of St. Paul's public baths. Each child is given a flag and a toy balloon for the march and also fire-crackers. No toy pistols or cannon crackers are allowed. At the Island the day is given up to field matches and games, swimming (free of charge) and eating—a most important part of juvenile fun. Sandwiches, fruit, cakes, ice cream, and lemonade are provided in unlimited quantities. Each child has checks given him to get what he wants, and he need not stop short of 'plum full.' Prizes for the field events are donated by merchants of the city and consist of watches, parasols, bracelets, handkerchiefs, caps, sporting goods, etc. The relay team that received the coveted silver watches was made up of foreign lads—Russian Jews and Italians—who afterwards posed proudly before the camera.

"The average number of children entertained in this way was about 8,000. The men of the Commercial Club and other prominent citizens acted the part of 'Big Brothers' so that even tiny tots were entrusted to the Island for the celebration. Governor Johnson was one of the men who played with the boys. There is told a good story of a little lame lad who was limping across the big bridge in the procession when the Governor's carriage came alongside. In a minute 'Crutches' was riding with the Governor.

"Harriet Island, in addition to the public baths and pavilion, is equipped with play apparatus—teeters, giant strides, swings, etc. This makes it the better adapted for the annual celebration of the Fourth."

George H. Cooper's description of the Pittsfield, Mass., celebration on July 4, 1909, follows:

"After waiting for a number of years, in fact, ever since the time of the Cuban war, the members of the Pittsfield Merchants' Association decided that there ought to be an Independence Day celebration last year, 1909, and it was voted at their annual meeting, held in April, to have such a celebration.

"For years there had been nothing of a special nature going on to engage the attention of the boys and men. The well-to-do, of course, had their family picnics; they went where it was quiet, but the rank and file were left to entertain themselves as best they could. Every live man and boy likes organized fun and entertainment under first-class conditions; but if the best conditions are not present, he takes advantage of the next best. During former years, there had been in Pittsfield a series of Independence Days with the usual number of accidents, some of them very serious.

"Over 40,000 orderly, well-behaved people came into the city on July 4,

INDEPENDENCE DAY, PITTSFIELD, MASS.

1909, and joined with us in the celebration. There were no accidents and scarcely any arrests; a great, clean, happy day was enjoyed by all. Here is the way we went to work at it:

"A general chairman was chosen. There were sub-committees on reception, finance, publicity, public schools, firemen, transportation, prizes, sports, music, civic and rag-a-muffin parade, fireworks, and Red Cross. The general chairman was also chairman of the Publicity Committee, and had charge of all the publicity connected with the celebration. The publicity matter was carried by the newspapers in the form of news items with black headlines. Each day news was given of what was being arranged, and of the time and place. The people were urged to do something for the men and boys. It became 'our celebration'—something greater than any personality, a united citizens' movement. In that unity lay the secret of its success.

"To arouse the community after it had been so long without a celebration was a task. The writer asked every girl in the city between the ages of ten and thirteen, to meet him at four o'clock in the afternoon on the last day of May, in order that she might say whether or not she wanted the proposed celebration. The boys came the next day, and a mass meeting of citizens was held in the Armory. Before the meeting was over everybody in the city knew that there was going to be a celebration, and nearly a tenth of the money necessary had been subscribed. From that day until the day before the Fourth of July, there appeared daily in each of our two local papers from two to five news items in regard to the coming celebration. The city joined with us and appropriated five hundred dollars, which the Committee decided to expend in fireworks, the money going directly from the city to the contractor. The Mayor and others connected with the city government were placed on the Committee, in order that everybody might feel that the plan of expenditure was handled wisely and properly.

"The money was raised by the merchants, from the sale of unique badges worn by numbers of people, and in response to a strong letter sent to individuals, asking them to help.

"An appeal was made to the boys—street boys and those from the Boys' Club and the Young Men's Christian Association—to fill out an enlistment blank and join the Independence Day Volunteers. It was a most inspiring sight to see the boys come in bringing the papers of enlistment. During the weeks that intervened, we drilled and uniformed three companies of boys for the celebration. One of these companies was equipped with white trousers, white military coats and caps, and was drilled by a sergeant of the local United States Army recruiting station. It formed an important part of the civic parade in the afternoon. The other two companies—which formed a part of the morning's parade—were the 'Yellow Kids' and 'Wild West' companies respectively. It is interesting to note that of all the uniforms which were loaned to the boys and which they were asked to return after the celebration, only four had been lost. The rest were returned to the Committee, tied in paper packages.

"The school children were drilled to march and to sing patriotic songs; the girls wore white dresses and the boys white blouses, each boy carrying an American flag. The school that turned out the greatest number of children received a fine flag for its school building.

"In a city of this size, the fire department, made up largely of volunteer firemen and the firemen's association—taking in all the old firemen for many years, back—always interests great numbers of men. The rag-a-muffin parade in the morning also enlisted many boys and men, all of whom were free to enter, provided they reported to the Committee the nature of the 'take-off' they proposed to carry out.

"The doctors and nurses were formed into a Red Cross movement. They were asked to report cases of the very old, the feeble, and those who were very ill. A committee of young men took red crosses to these homes



University of Virginia, Charlottesville, Va.

A FOURTH OF JULY CELEBRATION. HENRICO COUNTY, VIRGINIA.



University of Virginia, Charlottesville, Va.
A FOURTH OF JULY CELEBRATION. A SOUTH CAROLINA GROUP.

DANGERS OF THE FOURTH

the night before, and tacked them on the houses. Cards were distributed in that vicinity and copies and notices were given in the newspapers requesting the children to go as far as possible away from these homes when discharging their fireworks. The Golden Rule was used all through the arrangements; an appeal was made to the people to do unto others as they would that they should do to them.

"The people in the churches were interested, and when they understood what was needed, they were ready to do their best to help entertain the visitors, some of them from many miles, many with little children. Nearly all the churches displayed large cards reading, 'Rest Room for Women.' Women and children could go there for rest or refreshment, and a mother might feed her child or put it to sleep if she chose.

"In the morning of one of the most beautiful days that I have ever seen, we had the rag-a-muffin parade. Then came the automobiles and motor cycles beautifully trimmed. These were followed by a balloon race between the rival cities of Pittsfield and North Adams, Pittsfield being one of the balloon centers of the United States. The big civic business parade came in the afternoon, then the sports on the common, and the dress parade of the militia at sunset, followed by fireworks in the evening. These were discharged a little way out of the city in a great natural amphitheatre. The people sat on the side of the hill, as you might imagine the Children of Israel assembled according to Biblical accounts. Everything moved on time, on the minute advertised. This promptness was something new for Pittsfield.

"The day after even the conservative people who had dreaded to see the day and the crowd, when they found that everybody had been well-behaved and that there was no disorder, were proud and glad that their city had been in line with other progressive communities in the United States in the movement for a safe, sane Fourth of July."

Dangers of the Fourth.—What a contrast to the above mentioned celebrations we find on reading the Seventh Annual Report of the Journal of the American Medical Association entitled, "Fourth of July Injuries and Tetanus."

"For the seventh consecutive year we are presenting statistics of injuries received during the celebration of the Fourth of July, with particular reference to tetanus resulting from these injuries. Considerable effort has been made to secure reliable data, and all serious cases have been carefully investigated, so that, so far as the figures go, dependence may be placed on them. We have received thousands of letters from physicians from all parts of the country reporting cases which otherwise could not have been included in the statistics. There are thousands of other cases not reported, although chiefly minor injuries.

"There were 150 tetanus cases this year (1909), almost double the record of last year, when 76 cases were reported. This is the largest number since 1903, when there were 415 cases. It is significant to note that the number of blank cartridge wounds correspondingly increased from 816 last year to 1,095 this year, and that the states having the largest number of blank cartridge injuries have also the largest number of tetanus cases. It is interesting also to state that from blank cartridge wounds there was a higher percentage of deaths (10.2) than from gunshot wounds (6.1 per cent.).

"The most common cause of the wound is the blank cartridge, and the usual site is the hand. This causes more deaths in the annual celebration of the Fourth of July than all other factors combined. In seven years 794 deaths have been caused by this one factor. Most of the victims were bright, active boys aged from six to eighteen years, and they were doomed to die

INDEPENDENCE DAY. ORDINANCES

the most awful death known to medical science, a death the agony of which is probably not paralleled even by the tortures of the Inquisition. If this annual sacrifice were really necessary, it would be far more merciful to pick out the hundred or more youths each year and deliberately shoot them. But this annual outrage is not necessary; it is entirely preventable, and the prevention rests with our city governments.

"Besides the 125 deaths due to tetanus, 90 persons were killed by various forms of fireworks, making a total of 215 deaths, an increase of 52 over last year and 57 more than in 1906. Seventeen were killed outright this year by firearms, 16 were killed by explosions of powder, 7 by giant firecrackers, 7 by toy cannons, and 7 by various causes, such as blood poisoning, by sky-rockets, chemicals, etc., while 37 were literally burned to death by fires from fireworks, many of which were caused by the so-called 'harmless' varieties of fireworks."

The killed and injured at the battle of Bunker Hill were only 1,474, as compared with 1,622 killed and injured while "celebrating" the fourth of July in 1909.

Ordinances.—As a result of ordinances passed and enforced, no casualties were reported for Washington, D. C., and only four slight injuries were sustained in Cleveland. In Chicago, where a restrictive ordinance was enforced, less than half the usual number of accidents and no deaths were reported.

The Cleveland ordinance follows:

Section 1557. No person shall fire any cannon, gun, rifle, pistol, toy pistol, or firearms of any kind; or fire any squib, rocket, cracker or Roman candle or other combustible fireworks or make use of any sling within the city.

ORDINANCE NO. 12008.—AN ORDINANCE to supplement Section 1557 of the Revised Ordinances to amend Section 1560 of the Revised Ordinances and to repeal Section 1559 of the Revised Ordinances relating to the sale and use of fireworks, firearms and explosives.

Section 1. (1557-a) That no person, firm, or corporation shall, within the city, sell, offer for sale, or have in his or its possession or custody any toy pistol, squib, rocket, cracker, or Roman candle, or fire balloon, or other combustible fireworks, or any article for the making of a pyrotechnic display. Provided that nothing in this section contained shall be construed as to prohibit the Board of Public Service from giving pyrotechnical displays of fireworks in the public parks whenever said Board is thereunto directed by resolution of Council.

Section 2. (1560) That any person violating any of the provisions of Section 1557, 1557-a, or 1558, shall on conviction thereof be fined in any sum not exceeding One Hundred Dollars (\$100.00) or imprisoned in the workhouse not exceeding thirty days or both at the discretion of the court.

Section 3. That Sections 1559 and 1560 of the Revised Ordinances be and the same are hereby repealed.

Section 4. This ordinance shall take effect and be in force from and after its passage and legal publication.

Passed July 13, 1908.

C. W. LAPP,
President of the Council.
PETER WITT, City Clerk.

Approved by the Mayor July 20, 1908.
July 22-29.

INDEPENDENCE DAY. ORDINANCES

The ordinance introduced by Councilman Guy Newhall of Lynn, Mass., reads as follows:

"Section 1. No person shall discharge, set off, or cause to explode anywhere within the city limits, and no person, firm, or corporation shall sell or keep or expose for sale, any blank cartridge, any firecracker exceeding 2 inches in length and $\frac{1}{2}$ inch in diameter, any torpedo exceeding $\frac{3}{4}$ inch in diameter, or any form of combustible or explosive firecracker or fireworks used for purposes of sport or celebration which shall contain any explosive more powerful than black gunpowder.

"Section 2. Any person, firm, or corporation violating the provisions of this ordinance shall be punished by a fine not exceeding \$20 for each offense.

"Section 3. This ordinance shall take effect 30 days from its passage."

The Chicago ordinance prohibits the sale, exposure, or giving away of dynamite caps, toy pistols, explosive canes and firecrackers over a certain size. "The effect of this measure was good," writes Mr. James Kelley, the managing editor of the *Chicago Tribune*, "not only in itself, but because the fireworks people knew that they were on trial; that if the list of casualties still continued despite the prohibition of the more dangerous fireworks, they would be put out of business absolutely by an ordinance prohibiting fireworks of any description. Naturally, they coöperated with the police."

In Denver, Colo., the Daughters of the American Revolution in coöperation with twenty other patriotic organizations is planning the introduction of an ordinance drafted on the one now in force in Cleveland. It will also ask the Council to provide for celebrations in the parks and playgrounds under the city's supervision.

Endorsements.—Recently the Society for the Suppression of Unnecessary Noise, through its President, Mrs. Isaac L. Rice, sent letters, petitions and literature to the governors of all the states, to mayors, to fire chiefs, to commissioners of health, to heads of police departments, and to presidents of colleges. The state executives were asked to permit their names to be placed on a national committee for the promotion of a safe and sane Fourth, and the others were asked to express their opinions on the necessity for the agitation.

In response to this request much valuable material was received. President Taft wrote authorizing the Society to state that they were assured of his hearty interest in the movement, and fourteen governors have promised to help.

C. S. Deneen, Governor of Illinois, said:

"I shall be glad to coöperate with the other governors in bringing about the abandonment of the noisy and dangerous use of fireworks and explosives to which so much suffering and loss of property are due every Fourth of July.

ATTITUDE OF GOVERNORS

"I am glad that such a movement has been entered upon to bring about this result. This plan, I am sure, will be far more effectual in securing a more rational observance of the national holiday than the usual proclamations issued by the mayors and police authorities of cities each year. These have proven almost invariably a dead letter and have been totally disregarded."

M. E. Hay, Governor of Washington, said:

"I will certainly be very much pleased to do what I can towards securing a more rational observance of our national birthday, and if you so desire, I shall be pleased to join with the other governors in the formation of a national committee to bring about a less noisy and more patriotic observance of our national day."

R. S. Vessey, Governor of South Dakota, wrote:

"I assure you that I shall be glad indeed to act with you in regard to bringing about a safe and sane Fourth. I shall also be pleased to act on your national committee if there is anything that I can do to assist in furthering the work you have undertaken."

The Governor of Montana, Edwin L. Norris, had this to say:

"I assure you that I am in thorough sympathy with the movement and shall be pleased to coöperate in any way possible to its furtherance."

G. H. Prouty, Governor of Vermont, wrote:

"I shall certainly be very glad to do anything I can to assist in promoting a sane and safe Independence Day celebration, and shall be glad to coöperate in any way that I am able to that end."

Gov. Eben S. Draper of Massachusetts, said:

"I am perfectly willing that you should use my name in favor of a saner celebration of July Fourth. I do not object to the noise so much as I do to the danger to our children and young people, through an indiscriminate use of dangerous explosives."

J. H. Brady, Governor of Idaho, wrote:

"I heartily agree with the sentiments expressed by Governor Deneen. I shall be pleased to coöperate with your society and with the governors of the several states in this regard."

North Dakota's Governor, John Burke, said:

"I shall be glad to act with you in securing a safe and patriotic observance of our national holiday."

"The explosives used are becoming more dangerous every year. When I was a boy there was no such thing as a giant firecracker; the firecrackers used were small and almost harmless compared with those of to-day."

"I am willing to lend whatever assistance I can."

A. Eberhart, Governor of Minnesota, replied:

"I take pleasure in saying that I am in hearty accord with the objects of your Society and will be glad to coöperate in any movement to aid in bringing about the reforms for which it is laboring."

"Kindly advise me, as the movement progresses, if I can be of any further service."

ATTITUDE OF GOVERNORS

Bert M. Fernald, Maine's Governor, said:

"The alarming list of accidents that is annually brought to our attention as a result of the reckless use of dangerous explosives certainly warrants the effort your Society is making to bring about a more rational observance of our national holiday. If I can coöperate with the executives of other states to aid the movement it will assuredly give me pleasure to do so."

Malcolm R. Patterson, Governor of Tennessee, said:

"I shall be very glad to serve as a member of the national committee for the promotion of a safe and sane Fourth of July."

Simeon S. Pennewill, Governor of Delaware, replied:

"The movement for the promotion of a safe and sane Fourth of July meets with my hearty approval. I will gladly coöperate with your Society and join with the governors of other states in bringing about this reform."

The Governor of Connecticut, Frank B. Weeks, wrote:

"I most certainly am favorably disposed toward any movement that will insure a safe and sane Fourth. I, with hosts of others in our country, feel that the dangerous use of explosives at that season has passed all bounds of reason. I will gladly coöperate in any way I can toward the desired reform."

Braxton B. Comer, Governor of Alabama; John Franklin Fort, Governor of New Jersey; James O. Davidson, Governor of Wisconsin; Martin F. Ansel, Governor of South Carolina; and Henry L. West, Commissioner of the District of Columbia, have all declared their approval.

In her article in the *March Forum*, Mrs. Rice writes as follows:

"No less encouraging than the replies from the executives have been the answers received from the mayors of many cities, who have put themselves on record as being opposed to the present celebration of the Fourth. From cities north, east, south and west, from cities large and small, have come words of endorsement and approval and, almost invariably, offers of assistance. Trenton, for instance, is evidently preparing for a sane Fourth, if one may judge from the reply sent me by Mayor Madden:

'I beg to state that I am in hearty sympathy with this movement. When one reflects upon the frightful number of fatalities and accidents which have annually resulted from our thoughtless and barbarous manner of celebrating this national holiday, it behooves every thoughtful person to contribute some aid toward a more sane method of expressing our patriotic feelings on this day. I have appointed a committee of twenty-five representative citizens to arrange for a safe and sane celebration of Independence Day, on July Fourth, 1910, in the City of Trenton.'

"The same attitude regarding this matter is manifested by Mayor Edgerton of Rochester, who for a long time has been working for a better observance of Independence Day:

'I am in hearty sympathy with any movement to bring about a safer and more rational celebration of the Fourth of July. We can show our patriotism just as effectively without the use of explosives, which annually causes the loss of so many lives and involves the destruction of so much property.'

ATTITUDE OF CITY OFFICIALS

"*'Let the good work go on!'*" is the language of the Mayor of Duluth, while the Mayor of Chattanooga stated that our petition had not only his signature but his hearty endorsement. The Mayor of Bridgeport wrote:

'The real significance of our national holiday seems to elude the majority of our youths, who look upon it as a day of license to carry and discharge diabolical weapons and thundering explosives. Anything that will tend to correct this erroneous idea of celebrating will surely be welcomed by all thinking people.'

"In a communication from Mayor Mahool we learn in how drastic a manner Baltimore is engaged in the fight against the slaughter on Independence Day and about its protective ordinance:

'As mayor I have the right to grant a permit free of charge for the explosion of fireworks, but in the three years I have been in office, I have not granted a permit of this nature, with the result that the Fourth of July in Baltimore is celebrated in a safe and sane manner, the day being given up to celebrations of a patriotic character.'

"A most interesting letter has reached me from Mayor Meals of Harrisburg:

'We appreciate the spirit that actuates our American people in celebrating this glorious event, but we are not unmindful of the fact that there is a danger of going to extremes, which in my opinion is not an observance of the great principles of Independence Day, but rather a noisy demonstration for personal gratification. This department is in hearty sympathy with the movement that has been inaugurated, and we are satisfied that the determined effort upon the part of yourself and others who may be interested with you, will result in a far more effectual and rational observance of the national holiday, than are such methods that bring disaster and sorrow to our homes.'

"From Hartford came the following:

'Your work in interesting the nation is certainly producing good results in very many cities, and I am glad to heartily commend your unselfish service which has accomplished so much for the benefit of all our people.'

"In his letter to me the Mayor of Nashville touched upon a point which seems strange to Northerners. I refer to the custom prevalent in the South of celebrating Christmas with pistols and fireworks:

'Here in the South, it is the custom to celebrate Christmas with fireworks, toy pistols, cannon crackers, and various devices that cause death and injury to our children. I think the work you are engaged in will be a great benefit to the rising generation and I am willing to help you in any way that I can.'

"From the heads of police departments have come letters and signatures to petitions: Commissioner Wm. F. Baker, New York City; Superintendent McQuade, Pittsburg; Chief Levan, Reading; Chief Hyatt, Albany; Secretary Skelly, San Francisco; Superintendent Birmingham, Bridgeport; Chief Davis, Memphis; Chief Creecy, St. Louis; Secretary Gee, Providence; Chief Persett, Galveston; Chief Moyer, Duluth; Superintendent Downey, Detroit; Messrs. J. M. Morton, Dansey and Lawson, Police Board, Fall River; Commissioner of Public Safety Hessler, Syracuse; Chief Millikin, Cincinnati; Chief Kohler, Cleveland; Secretary Kinsey, Baltimore; City Marshal Quilty, Springfield, Mass., and Chief Werner, Richmond.

"From the fire chiefs came the same recognition of the need of a change in the mode of celebrating the Fourth.

HOW TO START A CAMPAIGN

'I congratulate you,' wrote the fire chief of Springfield, Ohio, 'for leading this movement. We have had in years gone by many fires and personal injuries resulting from the foolish and hazardous use of fireworks on the Fourth of July. I hope that the people of this country will see that the coöperation of the different mayors and heads of fire departments will be the means of decreasing on the Fourth of July many personal injuries and losses of life and property. . . . You can count upon me at all times as against the unnecessary and hazardous risk of life and property in our city.'

'I believe this great day should be observed and celebrated in a more moderate way, namely, by patriotic speech-making, music, athletic games, and not in a way which is directly responsible for the destruction of life and property,' declared the fire chief of Erie, Pa., while the head of the Fire Department of Chattanooga exclaimed: 'Let the good work go on! Some of our greatest fire losses have been the result of fireworks. Several years ago one of our hotels was destroyed and three people burned alive as a result of such celebrations.'

'Further endorsement came from Chief Gernand, Galveston; Chief Salter, Omaha; Chief Randall, Duluth; Secretary Wilkinson, Baltimore; Chief Mayo, Toledo; Horace B. Clark, President of the Board of Fire Commissioners, Hartford, and Chief Clancey, Milwaukee.

"In reply to the letters and petitions sent to universities and colleges, many answers have been received, while hundreds of signatures to our petitions which had been posted on the bulletin boards have been returned to us. If space only permitted it would be delightful to quote from many of these admirable letters, but as it is I must limit myself to one. This one, however, which came from President Woodrow Wilson, of Princeton University, voices the sentiment of all:

'I most unhesitatingly sign one of the blank forms of petition accompanying your letter of January 25. I wish to express my entire sympathy with the interesting work you are undertaking for the suppression of unnecessary noise and the sane reform of our present way of celebrating the Fourth of July. I shall take pleasure in placing the other blank forms on the bulletin boards of the university, as you request.'

How to Start a Campaign.—The usual way to start a campaign is to get a few earnest men and women to form an Independence Day committee or association, and secure the coöperation of the city authorities and such general civic bodies as the boards of trade, chambers of commerce, merchants' associations. By having the coöperation of the school board, the park board, and police board, there will be little difficulty in securing the relatively small amount of money that is needed. In many places, the city government itself is ready for action, as is indicated by the letters from governors and mayors, which have been quoted. The daily press will usually be found ready to print articles, for none realize better than newspaper people the damage done by present methods of celebration.

Raising money is an important part of the campaign in places where the city can not be prevailed upon to furnish the necessary funds. Several methods have been tried in various cities with vary-

HOW TO START A CAMPAIGN

ing degrees of success. In one New England town envelopes marked "Everybody chip in" were sent to every resident. The letter enclosed read about as follows: "This is our celebration, all of us, men, women and children. We can all take part; we can all give a little; we can all welcome strangers; each can beautify his own premises; each can be present at the sports; each can do what is required of him by the committees. Please explain this to the children and put a penny in the envelope for each child in your house. Give what you can yourself. The envelope will be collected on _____ by _____. Give it to nobody else."

The funds thus received were put into the hands of the committee which was in charge of the celebration. Sub-committees took charge of the various activities and parts of the program, but nothing was done and nothing paid for without the knowledge of the general committee.

In another city badges were sold at amounts varying from twenty-five cents to whatever people were disposed to give. The money was then turned over to an Independence Day association. This plan, however, was too much like "Tag Day," a method of raising money which has been tried frequently, and which has gotten into disfavor. It not only gives the children who do the collecting an almost irresistible temptation to steal, but also makes some of them feel that they are little short of mendicants.

Possibly the best method of raising funds is to have the members of the regularly organized Independence Day association contribute membership fees of stated amounts, and have all disbursements made by the regularly elected treasurer. This, of course, necessitates the enrollment of new members and the collection of the membership fees, and takes considerable time. It is, without question, the most efficient method.

The matter of publicity is also an important part of the campaign. Wherever possible, a publicity man should be in charge of furnishing the newspapers with articles telling what is being done by the local committee or association. He should also hold the interest of the people by stories of celebrations which have been held in other cities, by publishing endorsements of the movement made by prominent people and their approval of the plans proposed. The Department of Child Hygiene of the Russell Sage Foundation (1 Madison Avenue), New York City, will be glad to furnish material of this nature to the person in charge of the publicity part of the

PLAY CENTERS IN FRANCE

campaign. This department is also ready to loan lantern slides to those who wish to arouse enthusiasm in the movement by illustrated public lectures. The only expense in this connection would be that of expressage.

It is well in giving out publicity matter not to say much about the persons connected with the movement and to sign all material "Publicity Committee," as people get tired of hearing about personalities. It is best also to give the material to all the newspapers at the same time. Get the papers to carry the articles as news items with black headlines, giving each day the news of what is being arranged, the time and place, and urging the people to coöperate.

Some days before the Fourth, advertisements of the program and items of interest should be placed in all the newspapers that have given space to articles sent to them by the committee or association. This makes the papers feel that they are receiving some compensation for their coöperation, and they will show their appreciation of this spirit of fairness in future campaigns.

The Play Centers in France

HENRY DE PEYSTER,

PARIS, FRANCE.

The idea of organizing playgrounds for all the children of the primary schools has not yet been realized in France, although for a long time the attention of those who take an active interest in children has been drawn to the danger of allowing children to play in the streets when they cannot be trusted indoors—because the mother is dead or goes to work, or because the family is too large for all the children to remain in the home at the same time.

However, in almost every working-class district of the larger cities, centers have been opened where children meet once a week, generally on Thursday, when the schools are closed. Hence comes the widespread expression of "Thursday schools." Some of the centers have been started with a view to making proselytes, and the entire time is occupied by Bible classes. This, however, is exceptional and nearly always play, singing, or easy industrial work are the main, if not the only, objects of the organizers.

But, as Mrs. Humphry Ward judiciously stated, admirably as

PLAY CENTERS IN FRANCE

these centers fulfill their purposes, such institutions cannot touch the real, daily, constant needs of the vast roaming population of children that fills the streets of the towns. The matter in France presents itself similarly as it does in England, and very similar conclusions have been arrived at. If any difference should be looked for, it would seem that in England more attention is given to play, and that in France manual training is predominant.

A difficulty peculiar to French play centers lies in the fact that French children have not only much longer school hours than children of other countries, but they come home with many more lessons to learn. When they come to spend a few hours in a play center, it is the first duty of the leader and of his helpers to look after the school tasks of the children. Therefore, it is not easy to find time for either games or manual training.

Play centers seem such a necessity of modern life that the idea of their organization came independently and simultaneously to several persons. After some trials—the earliest of which was made about ten years ago—most of the centers fell into two groups, almost equal as to importance. Owing to difficulties of a purely local character, which have nothing to do with the special object we have in view, one of these groups has had to close its centers for a time, although they were extremely prosperous. But the other group is rapidly improving, and if the impulse were not slackened by the caution an institution quite new and disposing of no regular resources is bound to exercise, the association known as the *Comité des écoles de garde* should become very soon one of the largest of those that try to turn the playtime of the poor to good account. However, the association is already working very satisfactorily; since 1904 half a dozen centers have been opened in Paris and in other French cities. Two or three centers will be opened in the early months of 1910, and the opening of others, which is eagerly looked for, will follow if the entertainment which the *Comité* is now preparing turns out to be a success. Other play centers which are working by themselves, independently of any larger association, are also in existence. Some of them seem to be in a flourishing state.

Though each of the centers depending on the *Comité des écoles de garde* is under the control of a local committee which assumes the responsibility of its organization—the central committee being merely a federative one whose chief work consists in connecting the members of the association and in gathering money for

PLAY CENTERS IN FRANCE

helping the poorer centers—the plan adopted is almost everywhere the same. As a rule, the superintendents are paid a salary, but an attempt is also made to procure as many volunteer helpers as is possible.

After having played out-of-doors, the children come in for a light luncheon. In winter they usually receive a piece of bread with a hot drink—tea, milk, or cocoa. They then study their lessons. As soon as they have done with them, the helpers, professional or otherwise, teach the children some form of easy handicraft. Much attention is given to this feature, as experience has proved that it is of great importance for young workmen to have such training before they leave school. As it is impossible to devote to it more than a few minutes on school days, the centers are also open on Thursdays, when more important work can be done.

On the industrial side French play centers are greatly indebted to the distinguished Swedish philanthropist, Mrs. Anna H. Retzius, who has not only placed at the disposal of the committee the results of her twenty-five years' experience in organizing play centers—eighty in all—but has also sent models from her invaluable collection and the first check for the purchase of tools. This money came at a time when the committee, which then consisted of only five or six friends, was still hesitating as to what course to take.

The progress of the centers during the past five years has been striking, and the industrial classes have produced most satisfactory results. Shoemaking, carpentry, wood carving, net and basket-making, raffia work, drawing have been the ordinary employments of the boys, while sewing and cooking were the main occupations of the girls. In some of the centers, embroidery, drawing and raffia work have also been employed with the latter. The little ones are taught raffia and paper work, or they dress dolls and make flowers whenever a separate class has been organized for them.

The attention of French play centers has as yet been only intermittently drawn to indoor play. Singing, outdoor amusements, and an occasional fête, is all that has been done in that direction. But it has lately been decided that, however great the difficulties may be because of the shortness of time, the centers should henceforth devote more attention to this neglected matter. Play leaders will soon be appointed in all the centers.

More attention will also be given to the teaching of hygiene. Lectures on the elementary laws of health have already been given,

PLAY CENTERS IN FRANCE

and hot baths are regularly provided for the children in at least one of the centers. An earnest effort will be made in that way, for we consider it of the utmost importance to disseminate among working people a taste for cleanliness. If owing to the inadequate character of the premises it has not been possible to fit up hot shower baths in all the centers, it is expected that this will be done very shortly wherever practicable.

Speaking generally, there is no regular playground in France, and very few are the children who profit by the *écoles de garde*. The founders when they began with meagre resources were of the opinion that it was better to spend all the available money in doing everything for a few children, than in doing something for many. Industrial life has destroyed family life. When he comes out of school, the child whose mother works in a factory has nobody to look after him—to nurse him, to teach him the things that every child ought to know. If he then grows up to be a good-for-nothing fellow, he cannot be held entirely to blame. From a social point of view the *école de garde* is a preventive institution, but it aims at an object that reaches much further. The wish of the founders is to establish homes where the poor may enjoy the sweetness of family life and learn all that faultless parents should have taught them. It would be premature to talk of the influence the *école de garde* will have on the whole of the working class, but so far the results are good. Children love it, parents are thankful for it. It has already bettered the conditions of children in crowded districts, and it affords a good hope of restoring to the poor the benefits of family life.

The Task of a Playground Association in a Great City

HOWARD BRADSTREET,

SECRETARY, PARKS AND PLAYGROUNDS ASSOCIATION OF THE CITY OF NEW YORK.

The Committee on Plan of Summer Work for the Parks and Playgrounds Association of the City of New York—consisting of Dr. Seth T. Stewart, Chairman; Mrs. Vladimir Simkhovitch, Miss Pauline Robinson, and Mr. Howard Bradstreet, the Secretary

PARKS AND PLAYGROUNDS

of the Association—prepared the plans that were followed during the playground season of 1909. They included the following:

- I. The active conduct of playgrounds.
- II. The extension of the Guild of Play.
- III. The continuance of the baseball league with the co-operation of the *Sunday World*.
- IV. Institution work.

I. THE PLAYGROUNDS.

The cost of the individual playgrounds varied from as low as \$139.00 to as high as \$797.00. The registration on the individual



Parks and Playground Association of the City of New York.

THE RIVINGTON STREET PLAYGROUND.

The only outdoor place for the play of over 1,200 children.

Probably 2,000 different children made use of this lot during the season of 1909.

playgrounds varied from 172 children to 975. The variations in expense were due to the number of leaders employed and the equipment furnished. The equipment was kept as simple as possible and confined to the standard pieces, *i. e.*, swings, seesaws, slides, and sandbins.

At Rivington Street playground a new swing was installed after a German model built by Spalding, from a pattern furnished to the Association by Miss Carola Woerishoffer. It accommodates eight small children and has proved a very distinct success and a contribution to the American playground equipment.

IN A GREAT CITY

Combined Activities.—It was found desirable to acquaint the members of the various playgrounds with the fact that they are parts of a larger organization. This was done through having athletic meets, excursions for leaders, and through the publication of a pamphlet entitled *The Playground News*, which gave items from each of the various grounds. The children made "literary" contributions. Athletic events were held on the individual grounds, and on August 25, 1909, a final meet was held for the boys at Saratoga Field, Brooklyn.

Festivals.—A closing festival was held on each ground. As



Parks and Playground Association of the City of New York.

THE "GERMAN SWING," AT A STANDSTILL.

Its motion is slow and steady, right and left. Its success is immediate and unbounded.

far as possible it was based on the ideas presented by the Hudson-Fulton Children's Committee. The festival at York Street (which is in an Italian section) included a pantomime show of the crew of Verrazano, for which the boys constructed a creditable reproduction of the original craft and such other features as made the affair a success.

First Aid Talks.—In connection with students from the School of Philanthropy, all the instructors attended a course of lectures on "First Aid", given by Dr. Monae Lesser in the rooms of the school. A special playground "First Aid" box was prepared and placed in each ground. Fortunately the accidents on playgrounds were neither

GUILD OF PLAY

many nor serious. There were four broken arms, besides the usual number of cuts and bruises. The instruction received from Dr. Lesser was of great value in these cases, and the teachers rose to the needs most satisfactorily.

Industrial Work.—The relation between play and work is vague; each shades into the other. The activities of the playground do not consist solely of play and games. The children themselves ask for and enjoy various forms of handwork. The enjoyment of handwork became so strong during the summer that one of the teachers was detailed to instruct in this direction in the various playgrounds.

The jig-saw was found the most successful tool, and the one best adapted for playground use. Brackets, furniture work, and puzzles were the chief products made alike by boys and girls, who alternated their time mornings and afternoons. Toy-making was also popular. Kites, balloons, ring toss, checker and domino sets were made. Hammock-making was a favorite occupation with both boys and girls, and a number of the baby hammocks used on the playgrounds were manufactured by the children.

Paper work was popular with the smaller children. On a fence were tacked large sheets of paper, for drawing with charcoal. In only a few cases was there sewing on aprons and Dutch collars. No effort was made to teach sewing, as this form of industrial work did not meet the needs of the children. Another year shall see an extension of handwork, both in the amount of time devoted to it and in the variety of occupation.

II. GUILD OF PLAY.

The active work of the Guild of Play was begun in March, 1909. Four young women, under the direction of Miss Madeline Stevens gave to it their entire time during the summer. The plan of work is one which had not before been tried in New York City, although for some years it has had a successful operation in London. The idea was presented in the South some time ago by Miss Mari R. Hofer.

It is the purpose of the Association not so much to equip and maintain playgrounds, as to keep alive and direct the spirit of play. While this may best be accomplished on the playground, other ways are also open. In many sections of the city there are neither school nor park playgrounds, and the girls especially are without sugges-

PLAY IN INSTITUTIONS

tion as to play—which becomes vulgarized or loses the spirit that is its chief value. The Guild of Play meets these conditions. The leader gathers a group of from twenty to fifty children, gives them badges of membership, and meets them once or twice a week for dances, games, or industrial work.

The advantage is threefold. It creates "something" for "nothing" in the life of the child. It gives an opportunity for the feeling of belonging to something, a desire whose strength is shown in the gang. It teaches coöperative action with minimum expense and maximum enjoyment. The importance of these points cannot be over-estimated in dealing with children.

The success attained during the season made it impossible, in justice to the children, to stop the work at the close of the summer, abandoning them once more to the previously existing conditions. Eleven chapters are now in operation, and there are demands for more.

III. BASEBALL LEAGUE.

The *Sunday World* again coöperated in the conduct of a baseball league for boys. It offered in its columns notices of records, and gold, silver, and bronze medals to be given to the winning teams. Applications to belong were received from over two hundred teams, eighty of which qualified for the final games. In many cases the playing was extremely good; the championship game played at Washington Park, Brooklyn, on September 8th was a fine exhibition of baseball.

IV. INSTITUTION WORK.

Early in the summer a letter was sent to seven leading children's institutions, offering to place at their disposal the services of a play leader under the direction of the Association. Favorable replies were received from the Colored Orphan Asylum and the Hebrew Orphan Asylum. Through the generosity of friends, arrangements had already been made for special daily work at the Home for Destitute Children in Brooklyn.

A teacher was detailed to visit the Hebrew Orphan Asylum twice a week for play with the younger children. There is at the institution a playground for older boys and girls. This playground is under the direction of their own instructors. There is also a vacation school maintained by the Board of Education. The children

A COURSE FOR TEACHERS

under ten years of age, three hundred in number, have a courtyard without equipment; and it was with these that the teacher worked.

The Colored Orphan Asylum was visited once a week for work with girls. Their chief enjoyment was in basket ball and in athletics and in the case of the younger ones in group games. A Hudson-Fulton program was devised and carried out under the direction of the Association, with the very efficient coöperation of the officials of the institution. The interesting experiment was made of having the children earn the feathers for their Indian headdresses. A list was made of standard "events," including modifications of those adopted by the Public Schools Athletic League of New York City; there were others that were based on housework and on industry. The efforts made to "attain" were strenuous and the results were various. There was the chief, whose feathers after circling his head extended down his back to the ground; and there were some who could show but a solitary feather. The program was carried out with the coöperation of the Central Hudson-Fulton Committee.

The Home for Destitute Children in Brooklyn contains about three hundred and fifty boys and girls. Until last summer their only playground had been a large paved courtyard without equipment. Five hundred dollars was spent by the managers for apparatus, and the sum of one hundred and fifty dollars was given by friends to pay the salary of a play leader. A teacher was assigned daily to this work, from ten in the morning until five at night. The children organized themselves into groups. The girls had folk dancing, ring games, stories and songs, hammock work and embroidery. The boys had gymnastic work, exercise with the medicine ball, and games. A creditable entertainment was given by the children early in August. The effect of the work upon the children was such as to warrant the recommendation made to the Board of Managers that it become a part of the regular work of the institution.

Play hours of the most interesting nature are now being conducted at both the Hospital for Crippled Children and the Laura Franklin Hospital for Children. Other opportunities await funds.

A COURSE FOR TEACHERS.

Early in the summer the Secretary of the Parks and Playgrounds Association of New York City was asked by the authorities of the School of Philanthropy to conduct a department on playgrounds in connection with the summer's work. The course opened

COUNCIL OF ONE HUNDRED

on July 6. It consisted of a series of talks and demonstrations of practical work by Miss Mari R. Hofer, Mr. Percival Chubb, Mr. Louis H. Chalif, Mr. Richard M. Hodge, Miss Madeline L. Stevens, Mr. William Harper, Mr. David I. Kelley, and Dr. Seth Thayer Stewart.

Throughout the course emphasis was placed on the practical, rather than the theoretical side of playground activities. In connection with the work the students were assigned hours on a playground or in the Guild of Play under the direction of the workers of the Association. Very real assistance was thus given in the work of the Association, as well as valuable experience to the students. A total of $91\frac{1}{4}$ hours was in this way spent in the interests of the Association by members of the school. There are many whose early training has not included experience with games, dances, storytelling, and tool work, which are the fundamental activities of the playground. For such a larger course in these subjects would prove of considerable value.

CIVIC WORK.

Mention should be made of the successful work done by the Association, in coöperation with other organizations, to secure the defeat of:

1. The Academy of Design project in Central Park.
2. The granting of privileges in Pelham Bay Park.
3. The establishment of an armory in Crotona Park.
4. The building of the Court House at Washington Square.

Council of One Hundred of the Parks and Playgrounds Association of the City of New York

PAULINE ROBINSON,
SECRETARY.

On March 29, 1909, an entertainment was given at the Waldorf-Astoria under the patronage of the Council members for the benefit of the Parks and Playgrounds Association of the City of New York. Playground children dressed in national costumes gave an exhibition of folk dances: Swedish, Italian, Russian, Hungarian, Dutch; while in the adjoining sun parlor tea was served. Mrs. George C. Riggs (Kate Douglas Wiggin) and Miss Eleanor Robson having graciously



American Sports Publishing Co., New York City.

HIGHLAND FLING.

PUBLIC SCHOOL GIRLS

consented to preside, grateful thanks are due to them for helping in no small measure in the success of the entertainment. A new cycle of songs was presented through the courtesy of Mrs. Leonard W. Ely, to whom the "Doll's Calendar" was dedicated. Miss Nora Archibald Smith is the author of the words and Mr. Isodore Luckstone, who was at the piano, is the composer of the music.

The visitors manifested great interest in the aptitude displayed by the children in their games and dances, in the evident efficiency and influence of the play leaders directing them, and in the possibilities of utilizing roof space as suggested by Mr. Boldt. The affair received favorable and lengthy comment from the press in this country and abroad, showing that interest in the playground movement is world-wide and that the efforts to make it known are appreciated.

In a letter that I received from the chaplain of the Tombs prison he said:

"From my five years' experience as chaplain of the Tombs, I should say that the majority of the boy prisoners were there simply because they had no opportunity to give vent to their young lives and spirits in a wholesome, normal way. The work which your Association is doing is really a duty that we owe to the thousands of boys and girls in this city whose surroundings make it almost impossible for them to be true and pure."

Athletics for Public School Girls in New York City

Athletics for school girls have been officially recognized in New York City. Last November Miss Elizabeth Burchenal was appointed Inspector of Athletics by the Department of Education. The Girls' Branch of the Public School Athletic League employs five assistants for Miss Burchenal, and supports in all eleven after-school classes in folk dancing and athletics for girls.

The popularity of these classes is indicated by the attendance,—1,051 teachers from 246 schools. These teachers in return for the instruction they receive coach the girls' athletic clubs organized in their own schools. Inter-class athletic competitions are held, but no inter-school competition is countenanced by the Girls' Branch. This



American Sports Publishing Co., New York City.

MAY POLE DANCE.

A happy day for the spectators as well as for the dancers.

AN ABANDONED CEMETERY

spring about 200 athletic meets will be conducted. New York City has 325,000 public school girls to whom the Girls' Branch endeavors to bring wholesome and joyous recreation.

The Girls' Branch work has come to form an integral part of school life, making it more real and human. It welds about the community, the home, and the school a solid bond of beauty.

Folk dancing and athletics for girls have taken a strong grip upon the consciousness of the community. A little girl not more than seven years of age, in an East Side school took part in a friendly competition of folk dancing and athletics between her class and others of the school. She was the smallest tot of them all, and clad in her plaid skirt—the plaid of her Highland clan—she danced the "Highland Schottische" with an abandon and enthusiasm that could not be equalled. Her whole family came to see her and to exult in the part that she had in the competition. The Highland girl and the Highland dance won the day. The little one and her mates of the triumphant class each bore home as trophies small copies of the Winged Victory, which have been provided through the generosity of Mrs. Henry Siegel.

Two days afterwards this little girl was seen on the street in company with her three-year-old sister, teaching the little one the steps of her national dance.

The Georgetown Playground and its Historic Associations

Past and present are linked in an unusual way when a disused cemetery is transformed into a recreation place where the children of to-day can romp and play to their heart's content.

Hundreds of children are indulging in all kinds of games and good times on the newly opened Georgetown playground in Washington, D. C. This playground is on the site of a deserted Presbyterian graveyard, which served its original purpose as "God's Acre" until about sixty years ago, when it fell into disuse, and the ground became overgrown with weeds.

This was the state of the cemetery when the Washington Playground Association began to agitate and plan that a way might be found to purchase it for the children of the city who needed



Washington Playground Association, Washington, D. C.

AN ABANDONED CEMETERY



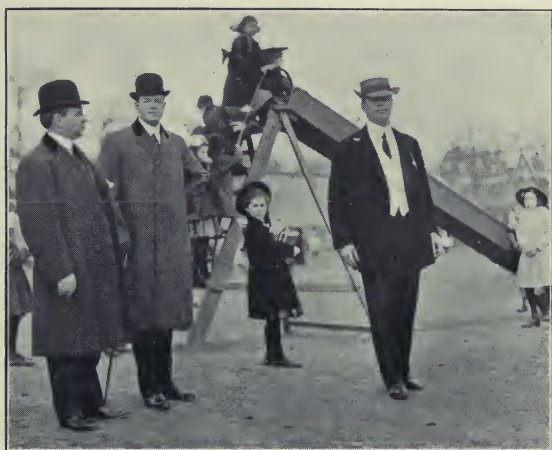
Washington Playground Association, Washington, D. C.

TRANSFORMED INTO A CHILDREN'S PLAYGROUND.

AN ABANDONED CEMETERY

just such a spot. In 1906 Congress appropriated a sum of money with which to buy the ground, but it was not until the winter of 1908 that the Association was able to secure possession. Much grading was necessary. However, by strenuous work it was possible to have the ground ready by October, 1909.

On the thirtieth of that month the old burying ground was dedicated to the children. On the first day, fifteen hundred children showed their appreciation of the new ground by flocking to it. The playground was opened at nine o'clock in the morning, and was to close for the day at five-thirty in the afternoon. But the children on



Washington Playground Association, Washington, D. C.

Arthur C. Moses, Hon. Frank H. Hitchcock and James E. West (left to right), Vice-President, President and Secretary of the Washington Playground Association, visiting the Georgetown Playground

that first day had no thought of leaving the playground so early, and it was only by coaxing, begging and good-naturedly driving them off that the ground was closed at all.

The marble monuments of the cemetery have now been replaced by swings and merry-go-rounds. There are grounds for football, tennis and tether ball. The girls' yard is as well equipped as the boys, and has, in addition, a small corner set aside for "wee mites" who can play in the sandpile especially arranged for them. One of the most pleasant features of the grounds is the ample shade afforded by the trees, of which there are quite a number in one section of the girls' yard.

BOOK REVIEW

To secure and transform this cemetery into a playground has cost nearly \$35,000.00. Of that amount \$5,000.00 was appropriated by Congress for equipment, about \$29,000.00 for the purchase of the ground, and the remainder was raised by the Washington Playground Association through subscriptions.

The Washington Playground Association is deservedly proud of its Georgetown playground. It has been the aim of the Association to make the ground one of the most complete of its kind in the country. This makes the third playground that has been opened by the Association in Washington within the past year.

"Games for the Playground, Home, School, and Gymnasium"*

This book by Miss Jessie H. Bancroft makes a valuable addition to any library for playground or gymnasium teachers. It is also one of the best collections of games for home use that we have seen. The selections have been made with a careful and discriminating judgment, and a large number of unusual varieties of typical games—even those from far distant countries like China and Japan—have been discovered and are presented in attractive form. This latter feature gives the book an almost encyclopædic character and makes it interesting to the student, as well as to the teacher.

The descriptions of games and rules for playing are very clear and practical. Either amateurs or teachers will find little difficulty in following directions, especially when they are supplemented by excellent pictures.

In preparing this book Miss Bancroft has rendered a real service to the playground cause. Every playground association will wish to have the book in its library.

*By Jessie H. Bancroft, Assistant Director of Physical Training, New York City Public Schools. The MacMillan Company, New York, 1909. Price, \$1.50 net.

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May, 1910

The Playground

Playgrounds
and
Juvenile Delinquency



L. W. Hime

WHAT SHALL THE FUTURE BE?

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PLAYGROUNDS AND JUVENILE DELINQUENCY

L. H. WEIR.

Chief Probation Officer, Cincinnati, O.

To him who remembers with due appreciation the holy joys, the maddening delights, the immeasurable value of his own innocent and even reckless, lawless childhood plays, it seems like sacrilege to merely hint at a relation between play and wrongdoing. Play, however, is instinctive and, like all other instincts, in order to express itself seizes upon and makes use of the material and opportunities at its disposal. If the condition of children's lives is such as to make impossible a natural, normal expression of this instinct, then it is quite probable that play will become a factor in juvenile delinquency.

In the cities, especially the larger cities, the conditions surrounding the play of children are usually unwholesome and the opportunities pitifully inadequate. American cities as a rule seem to have been planned for commercial and industrial purposes solely. The proper care and training of children seems not to have been considered—a shortsighted policy; but this was not realized in the maddening rush for material gain.

For true education and culture through *spontaneous*, natural play we have made little or no provision. The result of all this has been that practically the only playground for the thousands of children in our great cities, and notably so of Cincinnati, is the street. Every one knows, who knows anything of cities, that the streets of the crowded portions are better fitted for almost anything else than playgrounds. Moreover streets are too sacredly dedicated to the Goddess of Business to be used for such a frivolous purpose as play; and both the law and its representatives conspire to keep this stern goddess upon her throne. When a number of boys are gathered together on a corner, playing ball or marbles, or any other of the hundred things a boy delights to do, nine chances out of ten they run amuck of a policeman, and are either dispersed or arrested. At heart the policeman may be their friend, but back of him is an ordinance he is sworn to enforce and a reputation he is obliged to make; and the children are sacrificed to the law and its minion.

PLAYGROUNDS AND JUVENILE DELINQUENCY

To be burdened and constrained in the exercise of one of the most instinctive passions of his nature creates a spirit of rebellion in the boy and makes him suspicious. Play he must have because he cannot help it,—therefore he will try to beat the “cop.” Lookouts are posted, a blue-coat is sighted, some one calls “cheese it, the cop,” and away they go glorying in the fact that they have defied the law, or rather its representative. Hence arises a disregard and contempt for law and authority which is a fundamental cause of the great increase in delinquency among the children of our cities. You may call it the “rebellion of the children” if you please—a rebellion against the deprivation of their natural rights. If the law forbids playing in the streets and provides no other place for play, they will either play in the streets in defiance of law or do something worse than mere playing. In this restraint we may find the genesis of the predatory gang that causes officers and courts so much trouble. It is but a step from sneaking on the “cop” to sneaking something from the grocer, the fruit-dealer, the department store, or to picking pockets; it is all of a piece.

Street playing, even when unmolested, is undesirable in many ways and often leads to a first acquaintance with the juvenile court. I recall the case of a number of boys at the close of the last municipal election who almost demolished a neighbor's wagon to get fuel for a bonfire. A Hallowe'en prank of the same nature brought legal disgrace upon forty boys. Who of you that have ash barrels has not been surprised and chagrined to find some morning that a night raid has deprived you of that necessary receptacle? Frequently windows are broken in ball playing and stone throwing, either accidentally or maliciously; and many are the complaints of sensitive people (generally without children) who have declared that they cannot endure the noise of the children playing in the streets near their homes.

The obvious remedy for this evil is—in the first place, that the municipality provide adequate playgrounds, and in the second place, that they be put under wise management. Many cities have already begun to do justice to the needs of the children so long outraged. Cincinnati until within the past two years had done little or nothing along this line, although if the recently-appointed independent Park Commission is able to carry out the compre-

PLAYGROUNDS AND JUVENILE DELINQUENCY

hensive system of parks, playgrounds, recreation centers, etc., which it has planned, she will take first rank among the cities of this country in caring for the needs of the children. Already three playgrounds have been opened in the down-town, crowded portion of the city. Their influence in diminishing certain forms of delinquency was immediately apparent.

The first of these is a small park with a wading pool and ball ground in the neighborhood of John and Wade Streets, a very crowded section, which had during the year 1905 and part of the year 1906 furnished the juvenile court with many cases of delinquency, ranging from stabbing to such minor offenses as throwing rocks and balls through windows. Since the opening of this breathing and play place cases of delinquency have been conspicuous by their absence. This remarkable result was undreamed of by even the most enthusiastic supporters of the park and playground scheme. When we consider the immeasurable joy and pleasure and increased healthfulness that have been added to the lives of the children one can begin to form some conception of the meaning of this most important and needed change in city-building.

The second of these is known as the Lytle Park playground in the neighborhood of Lawrence and Third Streets, an even more crowded and distinctively tenement district than that mentioned above. This district has always been one of the critical points in the delinquency problems of the city and still continues to be so. The playground portion of the park is equipped with all kinds of apparatus for the amusement of the children, and for half of the time a competent instructor and overseer has been in charge. The opportunities thus given the children to work off their surplus energy have resulted in a remarkable diminution in the number of two great classes of offenses—offenses against persons and against property. Within the past year there has been reported in that neighborhood but one case of destruction of property, and that was settled outside of court by a restoration of damages. Offenses against persons there have been none. In the matter of checking delinquency this playground has done more than several juvenile courts or other legal agencies. The playground has been open hardly two years and we can already record these remarkable results.

PLAYGROUNDS AND JUVENILE DELINQUENCY

The third of these "children-developing" establishments is a more ambitious undertaking, comprising a park, a shelter house, a recreation center, a public laundry, and a large, magnificently equipped playground, located in the southwestern part of the city in the midst of perhaps its most congested and cosmopolitan population. Here are massed Jews, Italians, Greeks, Syrians, negroes in large numbers, and Americans of true and doubtful national descendency. No part of the city has given the Juvenile Court such splendid opportunities to test the efficiency of its principles, and no part of the city seemed so hopeless. Within the past four years some good had been accomplished, some children had been held to the straight and narrow way of civic and moral righteousness, some parents had been taught the meaning of self-help and efficiency, some influences tending to lead children astray had been corrected; but the results on the whole had been meager so far as the future of this section is concerned—because the fundamental environmental conditions had not been changed. But a new era begins with the opening of this magnificent play plant. Its influence has already been felt in a small diminishing of offenses against property and persons, but the time is too short (the plant having been opened fully only last fall) to note changes similar to those that followed the opening of the two other grounds cited.

There are some other playgrounds, notably the very large athletic field between Hunt Street and Gilbert Avenue, but I shall refer to them only as playing a part in the general decrease of cases before the court.

In 1906 there were 1,748 children legally before the Juvenile Court and 410 were handled unofficially, making a total of 2,158 children. Of these children 1,450 were delinquent. In the fall of that year a beginning was made in opening playgrounds in the down-town portion of the city. In the year just closed there were 993 delinquent children before the court. Each year has noted a marked decrease. While some of this decrease may be due to other causes, the work of the court for instance, we are perfectly sure that one of the main factors has been the opportunity afforded the thousands of children in the most congested districts of the city to play in a natural and spontaneous manner.

BOYS SENT TO PLAYGROUNDS INSTEAD OF TO REFORM SCHOOLS.

A number of boys from a congested part of Grand Rapids were brought into court for depredations committed on the railroad tracks. The boys' excuse for trespassing was that they had no other place to play.

They were instructed to hunt for a vacant lot in their ward which might be available for a playground and to report. The boys soon returned with the information that they "decided upon" a ten-acre lot which belonged to a nearby factory. Upon receiving the cordial consent of the owners to the free use of the land, the court explained the situation to the City Council of Grand Rapids. The Council co-operated to the extent of flooding the lot for skating in the winter; they also provided lights.

This playground has at present an average daily attendance of one hundred to two hundred children, not including the many others beyond the juvenile age.

After the matter had been referred to the City Council, the management of the playground passed out of the hands of the court.

HENRY D. JEWELL,

Judge, Kent County Probate Court, Grand Rapids, Mich.

There was a gang of Polish boys in East Buffalo, N. Y. For months they had made of themselves a public nuisance by finding their recreation and amusement in the throwing of stones at the windows of passing railroad coaches. Several of the boys were arrested, but the mischief did not abate. Special watchmen were posted along the railroad track, but still the stones were thrown. Then the Broadway playground was opened in East Buffalo, and the members of the gang came to the playground. They did not stop throwing: they only changed their missiles from stones to basket ball, and their targets from passenger car windows to goals; but by this transition they themselves were changed from anarchists into law-abiding citizens.

EDWARD J. WARD,

Supervisor, Social Centers and Playgrounds, Board of Education,
Rochester, N. Y.

PLAYGROUNDS INSTEAD OF REFORM SCHOOLS

Trinity Play Park in Dallas, Texas, has done more during the past twelve months to diminish the number of juvenile crap shooters than the combined police force has been able to accomplish in the past ten years. Property owners with rent houses in that particular section of the city have testified to fewer broken windows and lamps—to fewer evidences in general of that mischief-breeding habit of idleness that prevails throughout the summer months. Mr. Leman, the special Superintendent of Delinquents in Dallas, testifies that the number of juvenile offenders in the cotton mill district has been reduced more than fifty per cent. during the past year, although the increase in the number of children has been something over nine per cent.

W. A. CALLAWAY,
Dallas, Texas.

Playground work was established in Trenton, N. J., as a municipal undertaking about the middle of 1908. The police records show practically no changes for the year 1908 as compared with previous years. The playground work was continued during 1909, when about three thousand boys under the age of twenty years were under the supervision, more or less tightly drawn, of the Playgrounds Commission and its paid and volunteer assistants. The results of the work are shown in the following table:

Arrests of Trenton Boys.

	1908	1909
Number of arrests of boys between ten and twenty years old, as reported by the Police Department of the City of Trenton..	638	484
Arrests of boys for crime, as reported by the County Court	41	31
Truancy cases, as reported by the Truancy Officer of the Board of Education.....	655	590

The police records show a decrease of twenty-eight per cent. in the number of arrests of boys, while the arrests made of men twenty years of age and upwards show an increase of ten per cent. It is fair to assume that, if there had been no playground super-

PLAYGROUNDS INSTEAD OF REFORM SCHOOLS

vision, the arrests of boys would have shown an increase corresponding to the increase in the arrests of men.

EDMUND C. HILL,

President, Trenton Playground Commission, Trenton, N. J.

The majority of the boys arrested for delinquency in Portland, Maine, during the five years when I have been probation officer, have been those that had left school at the ages of twelve to fourteen years to go to work.

The number of arrests made has gradually decreased, the number for the past year being one-third less than that for any previous year.

This result has been brought about by an efficient enforcement of the truancy law and the enactment of a better child labor law, aided very materially by our Fraternity House with its playground and summer camp, the boys' club and summer camp, and the schoolyard playgrounds that have been provided and equipped by the city.

With more playgrounds under the supervision of efficient instructors working in unison with our school-teachers and truant officer, I believe that juvenile delinquency in Portland can be reduced to a minimum.

GEORGE W. GROVER,

Probation Officer, Portland, Me.

The total number of children arraigned during the year 1909 in the New York City Children's Court of the First Division was 11,494. Of this number 5,733 children were arrested for violation of Sections 720 and 43 of the penal laws which relate to acts of disorderly conduct. Among this number are the boys who got into trouble for playing ball in the streets, building fires, throwing stones, playing shinney and craps, and for pushing and jostling persons in an effort to pick pockets. The great bulk of these 5,733 arrests, however, grew out of the child's normal instinct for play, as is stated in my report.

ERNEST K. COULTER,

Clerk, Children's Court, First Division, New York City.

PLAYGROUNDS INSTEAD OF REFORM SCHOOLS

There are few influences at work for the betterment of juveniles more helpful to the work of the juvenile court than the influences of the playground.

J. J. GORHAM,
Chief Probation Officer, Juvenile Court, Lucas County, Toledo, O.

In the Roxbury District of Boston we have two playgrounds that are largely patronized, the reason being that they are properly managed. I have no hesitation in saying that they have been the means of preventing many boys from getting into trouble. A mere open space, though attractively fitted out, is of itself useless and in the opinion of many qualified to judge becomes a temptation for continual loafing and evil-doing. But a space with a few clean, manly, considerate leaders, who will see to it that the boys from the various sections of the district shall have as much right to the privileges as the boys from the immediate locality of the playground, cannot fail to be a power for good in a crowded community.

It is a commonplace to say that upon the development of character in the individual depends the greatness of a nation. Any plan which tends to bring our boys into the open sunshine, away from the brooding darkness of congested districts, should interest every good citizen.

JOSEPH H. KEEN,
Probation Officer, Municipal Court, Roxbury District, Boston, Mass.

The establishment of a provisional playground in the southwestern part of Philadelphia during the past summer—the ground being really an abandoned board yard—so completely transformed the character of the boys and girls in the neighborhood that the lieutenant of police of the district was at a loss to understand what had caused the sudden change in the conduct of the children in that section.

From over two years' experience in the Juvenile Court of Philadelphia, preceded by some fifteen years' experience as a member of the board of directors of a reform and industrial school, I am convinced that the lack of playgrounds and opportunities for healthful recreation leads both boys and girls into temptation,

THE FOURTH IN LARGE CITIES

and is the real foundation for their delinquency. These delinquent children coming to the bar of the court are often more sinned against than sinning. Stunted bodies often result in undeveloped minds, and the latter in warped morals. Every child playing upon a sand heap in the street, wading in a flooded gutter, trespassing upon a building in course of erection, sliding and skating upon the sidewalks, using the roadways as a ball park and playground—is a living cry for the public playground.

WILLIAM H. STAAKE,

Judge of the Court of Common Pleas No. 5, Philadelphia, Pa.

CELEBRATING THE FOURTH IN LARGE CITIES.

LEE F. HANMER,

Associate Director, Department of Child Hygiene, Russell

Sage Foundation, New York City.

The larger cities in America have Fourth of July problems to deal with that the small cities know not of. The pageant, the central meeting, the play picnic and the folk dances and games that are possible in the smaller cities, where all may come together and the majority can take part, are not possible where the population runs from two hundred and fifty thousand into the millions.

New York City has decided to prohibit the sale and use of fireworks from June 10, 1910, to July 10, and is thereby brought face to face with the problem of providing some kind of a substitute. If the day is to retain and further develop its proper significance as our greatest American holiday, it is evident that something must be done to keep before the boys and girls and the public in general, particularly before those who have recently come to our shores, the ideals for which the day stands. To undertake in New York City a program such as St. Paul, Springfield, Pittsfield and other cities have carried out with success would be an enormous task which could only be accomplished at the sacrifice of a large amount of time and money. Even then it would by no means reach all sections of the city as celebrations in the smaller places do.

The only alternative seems to lie in having celebrations in many sections of the city, and the problem is: first, who shall

THE FOURTH IN LARGE CITIES

take charge of such celebrations; and second, who shall participate, and what shall be the character of the celebrations?

In order to bring about any systematic observance of the day and to get the necessary concessions from the city departments, it would, no doubt, be well to have a central committee appointed by the mayor to receive suggestions and to formulate and carry out a plan. That committee should include the superintendent of schools, the park commissioner or commissioners, the heads of playground or athletic organizations, a representative of the social settlements, representatives of the clergy, representatives of military organizations, the police commissioner, and several other prominent citizens. This committee might encourage the formation of sub-committees in various sections of the city, the chairmen of these sub-committees to be members of the central committee.

The usual plan of having pageants and parades where the people stand or sit and the spectacle passes by, might well be changed by arranging to have schools, settlements, Sunday schools, clubs and other organizations and societies present programs of songs, drills, folk dances and tableaux in spaces set aside for that purpose by the park department in many parts of the city. This department might agree to erect platforms or set aside park spaces for these exhibitions and grant permits for their use to organizations in the order in which applications are made. The city, through its central committee, should undertake to furnish music for these groups and the local sub-committee should provide the master of ceremonies. Each program might consist of something like the following:

MORNING, 10 A. M.

Patriotic music.

Reading of the Declaration of Independence, and Independence Day orations.

Patriotic music.

Tableaux.

Folk dances (Many nationalities represented).

Patriotic music.

Flag drill and salute to the flag.

Tableaux.

Music, "America."

THE FOURTH IN LARGE CITIES

12 M. to 12.15 P. M.

At exactly twelve o'clock have a salute fired from the guns at the forts, immediately followed by the ringing of bells and the blowing of whistles all over the city for fifteen minutes. In order that there may be something spectacular in which every child can take part, some such plan might be followed as the release of toy balloons, with small American flags attached, by all the children at the instant the salute is fired. This could be made even more impressive by having the bands play "The Star Spangled Banner" and having everybody join in the singing.

The schools could aid greatly in the preparation of such programs by drilling the children in songs appropriate for the occasion. In many schools the flag salute is part of the morning assembly program; and consequently the children are familiar with it.

AFTERNOON.

The afternoon could well be given over to picnics, games and excursions, as clubs, organizations or individuals might desire.

EVENING.

Municipal fireworks in charge of the central committee.

In New York City the display of fireworks should take place in several sections of the city, such as from the Queensboro and the Manhattan Bridges, on floats in New York Bay, and on floats in the North River, opposite about Twenty-third Street and One Hundredth Street. This would remove all possible danger from fires and make it possible for practically the whole city to witness the celebration.

The tableaux used at the exhibitions throughout the city should represent scenes typical of the struggle for American independence and of parallel historical events in foreign countries. Thus all nationalities would have a part in the day and make their contributions to the celebration of liberty and independence.

THE VIRGINIA PLAYGROUND LAW

Some of the subjects for tableaux might be:

The Signing of the Declaration of Independence.

"The Spirit of '76."

The signing of treaties.

The surrender of Lord Cornwallis.

Washington's farewell to his officers.

The Boston Tea Party.

William Tell and Gessler.

The fall of the Bastile.

The victory of Bannockburn.

Garibaldi and his followers.

The expense of such a celebration to the city would not be great, being nothing more than that of providing music at the various centers and the evening display of fireworks. The day could thus be made inspiring and significant, and would be free from the annoyances and accidents that has been characteristic of celebrations in the past.

THE VIRGINIA PLAYGROUND LAW.

An interesting playground bill was passed in March, 1910, by the Legislature of the State of Virginia, and promptly received the signature of Governor William H. Mann. It embodies some of the features of the Massachusetts and New Jersey playground laws, and prescribes a definite and business-like way of carrying on playgrounds when they have been established.

The following are some of the significant sections of the law:

Be it enacted by the General Assembly of Virginia, That every city and town in the Commonwealth having a population of ten thousand or more accepting the provisions of this act shall, after the first day of July in the year nineteen hundred and eleven, provide and maintain at least one public playground conveniently located and of suitable size and equipment, for the recreation and physical education of the minors of such city or town, and at least one other playground for every additional twenty thousand of its population.

In all such cities and towns having a population of ten thousand or more, the mayor of such city shall, in his discretion, appoint three fit and suitable persons, citizens and residents of such city, who shall be confirmed by the common council, or other governing body of such city as commissioners of playgrounds, and who shall constitute and be known as the board of playground commissioners of such city. The commissioners first appointed under this act in any city shall hold office for the term of one, two, and three years, respectively, as fixed and designated by the mayor in their

PLAYGROUNDS IN CITY OF ONE HUNDRED THOUSAND

respective appointments, and after the first appointments such commissioners shall be appointed for the full term of three years; vacancies shall be filled for the unexpired term only. They shall not receive any salary or other compensation for their services.

The bill further provides that the playground commissioners shall decide upon the location of public playgrounds and recreation places, and present to the common council a statement of the estimated cost of purchasing or leasing, and the amount required for grading and equipping the grounds.

If the common council authorizes the acquisition of the proposed lands the board shall proceed to purchase, condemn or lease the same and suitably equip the grounds.

The board of playground commissioners shall have full control over all such playground and recreation places and shall have authority to employ the necessary supervisors and custodians, the salary of such officers, however, to be determined by the common council.

In short, the bill provides the necessary authority for such cities as accept the provisions of the act to establish a department of public recreation and use municipal funds for the purchase, equipment and maintenance of the centers established.

The adoption of the measure is due largely to the untiring efforts of L. McK. Judkins, of the Civic Improvement League of Richmond, Va.

PLAYGROUNDS IN A CITY OF ABOUT ONE HUNDRED THOUSAND POPULATION.

A number of public-spirited citizens of Paterson, New Jersey, hope that the day is not far distant when their city shall have a playground director employed throughout the year to devote his entire time to solving the playground and public recreation problems of the city. William Dean Pulvermacher, the director of the Paterson vacation schools and playgrounds for the summer of 1909, is enthusiastic over the outlook for playgrounds in Paterson. The Board of Trade recently held a meeting to consider the playground problem.

During the last three weeks of the summer playground season of 1909 there was an average daily attendance in the several schools and on the central playground of over 1,200 children.

PLAYGROUNDS IN CITY OF ONE HUNDRED THOUSAND

The recent graduates of the Normal School and some of the present pupils have rendered valuable assistance on the Paterson playgrounds. In other cities of the United States students in normal schools have also volunteered to serve as playground leaders and have rendered useful service to the community. At the same time they have gained valuable experience in working under trained playground directors.

In Paterson, as in nearly all cities, there has been the fullest possible coöperation from the press, the merchants, and the citizens in general. Business men loaned sites and donated apparatus. The Superintendent of Schools turned over to the Paterson Playground Association the grounds connected with each school. Mayor Andrew F. McBride expressed himself as being enthusiastic over "the success which the work has so far achieved in the city."

An embryo American Athletic Union was formed in one section of Paterson, and within a week a score of boy's athletic clubs were striving for supremacy. The competitions of the clubs replaced the former stone fights in the streets, and the boys began to train faithfully, so as to uphold the glory and honor of their particular club. Cigarette smoking was tabooed, for every boy realized that by smoking he was not only injuring himself, but that his team mates frowned upon his selfishness, for his "wind" would surely be his weak spot at the time of competition, if he smoked.

One of the Paterson papers, the *Call*, offered a set of medals for the final athletic meet. "Many a boy before going to bed watched the play of his muscles, and wondered whether they would carry him to one of the *Call* medals."

Thousands witnessed the final meet and many a parent's heart beat faster as he saw his "John" out-distance fleet competitors. A boy of thirteen who had never before dreamed of broad jumping won with a jump of fourteen feet, six inches.

Mr. Pulvermacher, in closing his extremely interesting report to the Paterson Playground Association, expressed the conviction that the foundation for the development of playgrounds in Paterson has been well laid.

It is now generally agreed that the recreational problem in our cities has attained such proportions that it is necessary to secure trained men of the highest natural qualifications in order that they may give their entire time to the solution of the play problems of children and adults. The letters received by the Playground Asso-

PLAY LEADERSHIP IN BUFFALO, N. Y.

ciation of America indicate that a score of cities within the next few years will be employing able men of executive ability as superintendents of playgrounds, or as secretaries of recreation commissions. Columbus, Ohio, has just secured the services of Mr. E. S. Martin, formerly County Superintendent of Schools of Racine, Wisconsin, to give his time solely to social center and playground work. If Paterson is able to arrange for recreation work throughout the year she will soon be followed by a number of other progressive cities.

PLAY LEADERSHIP IN BUFFALO, N. Y.

Two of the Buffalo playgrounds are in charge of paid directors throughout the year. These directors have been able to get much stronger hold on their neighborhoods than have the directors who work only during the summer months. The caretakers of all Buffalo playgrounds has been employed on full time throughout the year. Harry A. Allison, Superintendent of Playgrounds, Buffalo, recommends the employment of one director in connection with each playground to conduct winter sports and to hold indoor gymnastic classes in any available hall or school in the neighborhood of the playground. It is now generally recognized that the most efficient playground work can only be done where the directors are employed by the year and give continuous service in trying to solve the recreation problems of their neighborhoods.

Swimming classes have been maintained in connection with the Buffalo playgrounds. The class at the Bird Avenue playground had an average attendance of thirty-five. The Glenwood Avenue playground is some distance from the water. As it was necessary, therefore, for the boys to pay carfare whenever they went swimming, the classes met only once a week. Each time, however, the director took them a different way or to a different place, so that they would get full value for their money. Different points of interest were visited together. The gymnasium of the Grace Universalist Church is being used by the playground boys and girls. At the present time there are six gymnastic clubs, with an average attendance of thirty-five, meeting weekly under playground supervision.

PLAYGROUNDS IN PENSACOLA, FLORIDA

A picnic was arranged for the gun squad. The boys marched out in uniforms, while a wagon went on ahead with the eatables. The uniforms were purchased by money raised at a field day through the sale of pictures and candy. On one of the Buffalo playgrounds a series of evening baseball games was played between the single and married men of the neighborhood. "The married men almost won a game."

"The Bird Avenue playground has attracted to itself a large number of the best of the older girls of the community who are exerting a fine influence over the younger girls and making the playground stand for what it should. An effort was made during the fall to interest these girls in walking. Many walks were arranged for Saturday afternoons. The average attendance was only seven, but not always the same seven. These girls will form the nucleus of a flourishing pedestrian club. A 'wiener roast' was given to all the Buffalo playground girls entered in a mass drill. One of the schools of Buffalo co-operated with the playground workers by raising funds for twenty-five poplar trees which were set out on one of the playgrounds on Arbor Day."

No one can read the report of the Buffalo playground work without being pleased with the real play spirit. The swimming classes, the walking trips, the exploring parties, the picnics, the "wiener roasts," the summer camps for girls are all evidences of a delightful, informal, but well organized play leadership in Buffalo.

CHILDREN'S GARDENS AND PLAYGROUNDS IN PENSACOLA, FLORIDA, A CITY OF THIRTY THOUSAND INHABITANTS.

JOHN BRADFORD,
Secretary, Pensacola Playgrounds Committee.

I. CHILDREN'S GARDENS.

The origin of the children's garden work in Pensacola dates from the year 1905-1906, when the principal of one of the schools called a meeting of public school-teachers and suggested that a united effort be made to clean and beautify the school grounds. The suggestion met with favor, and a number of schoolyards soon showed what can be accomplished by the exercise of a little thought and work.

PLAYGROUNDS IN PENSACOLA, FLORIDA

In the late fall of 1907 the public school-teachers, together with some interested men and women of the community, met and organized the School Improvement Association, the purpose of which, according to its constitution, is "the doing of whatever may promote the highest efficiency of the public schools of Pensacola." Among the committees of this Association were those on school gardens, home gardens, schoolroom decoration, and school savings. All these lines of work have been carried on successfully.

During the year 1908, twelve hundred children planted gardens and many children entered the contest for prizes. An amount of one hundred dollars was set aside for this purpose. The horticultural exhibition amazed the people of the city. Many of the vegetables and flowers exhibited by the children compared favorably with those grown by professional gardeners. In November, 1908, a fine chrysanthemum show was held at which blue ribbons were awarded for the best school and individual exhibits.

In January, 1909, the mayor of Pensacola procured from the Department of Agriculture at Washington, fifteen hundred packages, each containing five smaller packages of assorted vegetable and flower seeds. A committee was appointed in every school and a distribution of the seeds was made. Over a thousand children had gardens during 1909, and two hundred and fifty-nine children competed in the exhibition. The city was divided into four districts, two ladies being assigned to each district. The contest gardens were visited once, twice, and in some cases three times during the season; the youngsters kept notebooks and were obliged to do all the work themselves.

These gardens have become a permanent feature in the child life of the community.

II. PLAYGROUNDS.

The movement for playgrounds in Pensacola was organized in February, 1909, when the mayor of the city, after a conference with the officers of the Young Men's Christian Association, appointed a committee to take up and further this work. The committee was composed of the mayor, a Catholic priest, a physician, a banker, and the boys' secretary of the Young Men's Christian Association. A thorough study of the city was made. Lee F. Hanmer of New York City came to Pensacola and met and conferred with the members of the committee.

PLAYGROUNDS IN PENSACOLA, FLORIDA

Work was begun in February, the first playground being opened during that month. Games and exercises for school boys were conducted at the noon recess hour. The high school students, under the direction of one of their teachers, built a club house and constructed the apparatus needed for this field.

Organized play, under the supervision of the teachers, was introduced into the schools. In these athletics the boys compete against time and space, rather than against each other. The girls have folk dancing and games, volley ball, basket ball, maypole dances, indoor baseball. In the primary schoolyards are to be found teeters and sand boxes for the little children. At the Armory a class in folk dancing was conducted during two evenings in the week, with an average attendance of two hundred.

During the summer of 1909 four centers were conducted. At the play or vacation school the boys were instructed in manual training and games, while the girls were taught weaving, sewing, basketry, and domestic service. Both boys and girls received instruction in folk dancing. There was also a swimming school at the boat club of the Young Men's Christian Association. In addition, there was special tutoring. The School Board granted the use of the most centrally located and largest school building for the play school, and paid the salary of the janitor.

At the central field, among other activities, a twilight baseball league was organized for business men, who played after six o'clock in the evening. The average daily attendance at this field was four hundred.

The cost of this all-year-round work for 1909 was twelve hundred dollars, the larger part of the money being expended for supervision; the director served without salary. A report of the school work has been published and copies may be procured by writing to the Young Men's Christian Association, Pensacola, Florida.

REST ROOMS FOR WOMEN AND CHILDREN.

ALICE D. MOULTON,

Chairman, Civics Committee, General Federation of Women's Clubs,
Warren, O.

We here in America have been slow to catch the European idea of providing public comfort stations for the people, but these necessities for health are at last making their appearance in the various cities and towns of the United States. In some instances rooms of this character, artistic in design, have already been established; they serve as waiting rooms for many women. But there is still a long-felt want in the smaller towns and villages, where women with children come from the rural districts to do their shopping, and where they are frequently obliged to wait while the men of the family attend to legal business. Where shall they wait? Where can the children sleep while the mother rests? Did you ever try to spend the time of waiting in a shop, caring at the same time for two, three, or four children? Perhaps you have noticed a weary mother so engaged. It is a picture such as this that has proven to city women the necessity of rest rooms for women who come in from the country.

We realize what an important factor the women from the farms—the wives and mothers—are in maintaining the standard of life in rural communities. By spending their lives remote from the city, these women must forego many opportunities of study and pleasure. There is at least one courtesy that the club women of any town may offer to these women—a comfortable room, where the little ones may sleep and the mothers may rest.

Merchants in many cities are found to be generous in helping to maintain such rooms which are being established by women's clubs in various parts of our country. The chief source of income for the maintenance of rest rooms lies in the merchants and dealers who contribute small weekly stipends. It is also to the interests of county commissioners to provide rooms in their county seats.

A small club in a city of twelve thousand inhabitants decided last December to open a rest room as an experiment. The opening day was noted for a heavy rain. Seven women sought the room on the first day and from that time on the room has been constantly patronized, fifty-five women having visited it during the course of a single day and more than thirty a day during the holidays.

The furniture for this rest room was donated; the room is well

EXAMINATION OF CANDIDATES

equipped with couches, easy chairs, and beds for babies. It is maintained entirely through small weekly contributions from merchants, dealers, and bankers. The club assumed the expenses for the first month. A telephone company immediately installed telephone accommodations as their contribution, and a lighting company promised to donate the light; they also supplied a small electric stove. Rent and the salary of a caretaker are the only expenses.

The city of Denver, Colorado, which is not found wanting in any branch of civic activity, is at the present time contemplating the installation of a rest room for women.

EXAMINATION OF CANDIDATES FOR PLAYGROUND POSITIONS.

LEE F. HANMER,

Associate Director, Department of Child Hygiene, Russell Sage Foundation, New York City.

Personality counts for so much on the playground that in any examination it is highly important to have a sufficient number of points depending upon the oral examination, in order to make it impossible for the applicant to qualify on the written work alone.

The following sets of questions are intended only as typical of the inquiries that should be made concerning an applicant's fitness to do playground work.

They are divided into three sets: First, playgrounds for children under ten years of age; second, playgrounds for boys over ten years of age; and third, playgrounds for girls over ten years of age. The application blank is designed to cover all three classes.

A practical difficulty in examining applicants is that many cities will need to employ workers coming from considerable distances, thus making it impracticable to hold a local examination. This difficulty might be obviated by securing the co-operation of a playground association or some other responsible organization in the city from which the applicant comes, to conduct the examination.

EXAMINATION OF CANDIDATES

Form No. 1.

APPLICATION FOR A PLAYGROUND POSITION.

Date of Application.....

NameAddress

Date of birth.....Weight.....Height.....

School or college attended.....

.....Date of Graduation.....

.....“ “ “

Occupations followed and the number of years in each.....

.....

.....

.....

If a teacher, where, when, how long, and what grades did you teach?

.....

.....

.....

What playground experience have you had—where and when?....

.....

.....

.....

What further training or experience have you had to fit you for this work?

.....

What occupation work can you teach?.....

.....

Name and summarize briefly three books or articles bearing on playgrounds that you have recently read.....

.....

.....

.....

References.....

.....

.....

EXAMINATION OF CANDIDATES

Form No. 2.

EXAMINATION.

Playgrounds for Children Under Ten Years of Age.

(Written examination 50 counts, oral examination 50 counts.)

WRITTEN (ten counts for each question).

1. What is the function of the sand pile and how would you guide its use?
2. Name five games for children under ten years of age, and describe each game briefly.
3. What occupation work would you have, and what materials are needed?
4. What equipment is needed on a playground for children under ten years of age, and how would you regulate its use?
5. What activities would you suggest for an afternoon session of a playground?

ORAL (50 counts).

1. What arguments can you give to support the establishment of playgrounds?
2. What would you do on the first day on a playground?
3. What part of the time should be devoted to occupation work—storytelling—songs—games—drills?
4. What do you consider the best plan of discipline?
5. How can the interest of parents and other citizens be secured?

Form No. 3.

EXAMINATION.

Playgrounds for Boys Over Ten Years of Age.

(Written examination 50 counts, oral examination 50 counts.)

WRITTEN (ten counts for each question).

1. How would you regulate the use of shower baths and the swimming pool?
2. Describe the game of basket ball: court—basket—position of players—rules.
3. What proportion of the time should be given to team games and what to track and field athletics?

EXAMINATION OF CANDIDATES

4. What equipment is needed for a playground and athletic field for boys over ten years of age?
5. Outline a program for a field day and give a list of events.

ORAL (50 counts).

(The oral examination should cover the same ground as that given in form No. 2.)

Form No. 4.

EXAMINATION.

Playgrounds for Girls Over Ten Years of Age.

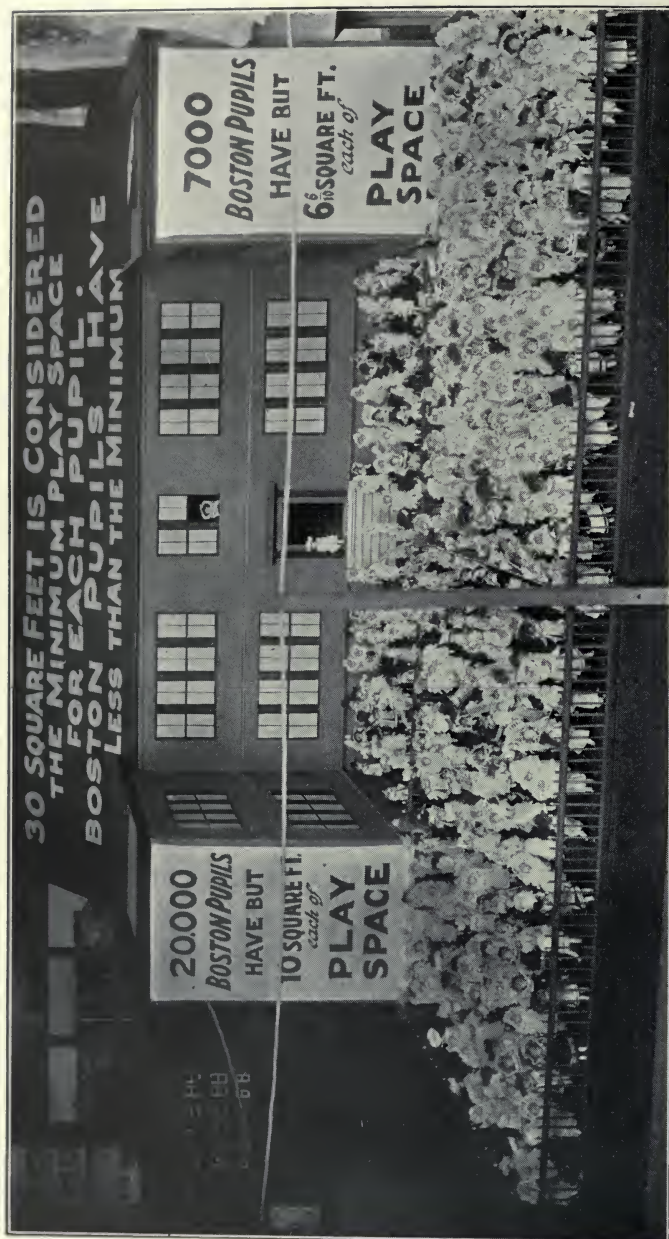
(Written examination 50 counts, oral examination 50 counts.)

WRITTEN (ten counts for each question).

1. In what respect, if any, should games for girls differ from those for boys?
2. What games are especially suited for girls over ten years of age?
3. What activities would you have, and how would you apportion the time?
4. What equipment is needed on a playground for girls over ten years of age?
5. How would you organize a field day for girls?

ORAL (50 counts).

(The oral examination should cover the same ground as that given in form No. 2.)



E. B. Mero

"BOSTON 1915" EXHIBIT

RECREATION AND PLAYGROUND EXHIBITS AT THE "BOSTON 1915" EXPOSITION.

EVERETT B. MERÓ,
Boston, Mass.

Recreation and playgrounds had a prominent part in the "Boston 1915" exposition which closed on December 1, 1909. A large model of a schoolhouse, its yard filled with dolls, indicated the crowded conditions under which Boston children must play in their schoolyards. The yard space was divided into three sections. The section nearest the door showed the overcrowding common to most of the schools. The section in front, at the left, showed the conditions prevailing where a space of but ten square feet is allowed for each pupil. The space at the right front showed what happens where there is a space of only six and six-tenths square feet for each child. Every visitor could thus see graphically the conditions under which the seven thousand Boston school children play. Attention was called to the fact that a schoolyard should provide not less than thirty square feet of space for each child.

The vice-president of the Massachusetts Civic League, piqued because the playground exhibit was not attracting more attention, borrowed a "model" boy from a clothing store and hung a bat, a football, and a hockey stick just above the boy's reach—to indicate what modern cities are doing to boys.

The various city departments of Boston showed drawings and plans for recreation features. Olmsted Brothers presented comparative views of recreation center development, from 1886 when the Charlesbank Outdoor Gymnasium was built in Boston, to 1909 when a modern recreation center was built at Shelby Park, Louisville, Kentucky.

BOOK REVIEWS.

PLAYGROUND TECHNIQUE AND PLAYCRAFT.*

Reviewed by LEE F. HANMER.

"The standards of life are absolute in America. * * * The standards of team games on the playground are also absolute. The boy makes the team if he can 'deliver the goods.' In a hotly contested game of baseball, if a wild throw is made, if inefficiency is shown it is not pardoned or condoned. The plea that 'little Johnny did his best' doesn't go down on the play field. In this the playground represents life and in this its purpose and *raison d'être* is found. * * * In the home if little Johnny doesn't do what he ought to do perhaps a little moral suasion serves the purpose. If little Johnny fails to get his Sunday school lesson or be a good boy God will forgive him; but if little Johnny cannot catch a 'pop up' or is afraid to tackle a 'hot liner' with bare hands his peers sit in judgment and the jury of equals pronounce the verdict, 'Go play with the kids!' 'Give him the sack off the team!'" This is one of the many striking passages from the first volume of "Playground Technique and Playcraft" by Arthur Leland and Lorna H. Leland, which has just been issued by the F. A. Basset Company, Springfield, Mass.

The section on "The Philosophy of Play and Its Application" from which the above quotation is taken is by no means an index of the scope of the book. At least four-fifths of this first volume is given to practical discussions and illustrations of the most successful plans that have been devised for locating, grading, equipping, and administering public playgrounds. Field houses, and swimming and wading pools are also described, and drawings of some of the best are given. The volume is an excellent handbook for playground workers, giving as it does the meaning of play, its functions as regards both the child and the community, and many helpful suggestions for the construction and administration of play centers.

Several chapters have been contributed. One of these by Dr. Charles A. Eastman on "An Indian Boy's Training," gives us a glimpse into the inner life of the children of the forest that is fascinating and full of useful hints for the play leader.

* "Playground Technique and Playcraft," Vol. I., by Arthur Leland and Lorna Higbee Leland. F. A. Basset Company, Springfield, Mass., 1909. Price, \$2.50 net.

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Playground architecture and landscape gardening receive considerable attention, and drawings are given of some of the best arranged playgrounds in Boston, Chicago, and other cities.

One of the most valuable sections in the book is devoted to "Playground Construction." Detailed specifications are given for draining, grading, surfacing, and laying out a public playground. This material has been worked out by the authors personally in their experience as playground supervisors and directors in Louisville, St. Paul, and Denver. We are also given in this connection some of the practical problems with which a playground director is forced to deal in developing a city system of playgrounds. The following quotation will suggest some of the problems that have to be faced.

"Unfortunately the mayor had some political debts to pay. Two or three men were offered the place on the committee, but refused to accept. Finally two were secured, but while these were very good men, they had not been connected with the other committee, and so were naturally inexperienced. * * * As a result of these appointments, the playground movement lost both the backing of the civic league and the commercial club, and the advisory committee of three had absolutely no function other than that of giving advice."

The development of the Los Angeles playgrounds under the city commission is set forth in chapter eighteen. This gives not only facts concerning the organization of the commission and scope of its work, but also much in detail concerning the construction of apparatus, and field houses,—detailed specifications being given in most instances.

Industrial work, as a part of the playground activities, is also considered, and some good suggestions are given concerning playground excursions and camps. This is followed by extracts from bulletins of the Department of Agriculture, which give much of value to the playground worker who has to do with gardening and nature study.

One of the most useful features of the book is the chapter on "Homemade Apparatus" in which sufficient detail is given to make possible the construction of a large part of the equipment in cities where playgrounds are being established. This will be particularly useful to those who have not sufficient funds available for the purchase of equipment directly from the machine companies.

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A good working bibliography is also given, making the volume a most useful handbook for those either directly in charge of playgrounds or for school-teachers preparing to do playground work during the summer recess.

Altogether the book is a most valuable addition to the present supply of playground literature.

EXERCISE IN EDUCATION AND MEDICINE.*

Reviewed by GEORGE L. MEYLAN, M.D.

The remarkable development of physical education, playground activity, and the use of exercise in the treatment of physical defects has created a demand for a book containing reliable information on these subjects. Dr. R. Tait McKenzie has accomplished the task by writing this admirable book. It covers a wide range of topics under the general subjects of physiology of exercise; history, systems, and application of physical education; and exercise in medicine.

The fundamental facts of each subject are presented in a clear and interesting style; the book is profusely illustrated with diagrams and many beautiful half-tone pictures which reveal the author's artistic talent. The book should prove useful to educators, physicians, teachers of physical training, playground teachers, and all who are interested in the education and physical welfare of young people. The specialist will not find his subject treated exhaustively, but many related subjects treated concisely. The author's purpose "to give a comprehensive view of the space exercise should hold in a complete scheme of education and in the treatment of abnormal diseased conditions," is thoroughly well carried out in this volume.

SCHOOL YARD ATHLETICS.†

Reviewed by W. E. MEANWELL, M.D.

Mr. James E. Sullivan's little book on "School Yard Athletics" (No. 331 of Spalding's Athletic Library) is one that will be of

* "Exercise in Education and Medicine," by R. Tait McKenzie, A.B., M.D., Professor of Physical Education, and Director of the Department, University of Pennsylvania. Octavo of 406 pages, with 346 illustrations. Philadelphia and London: W. B. Saunders Company, 1909. Cloth, \$3.50 net; half morocco, \$5.00 net.

† "School Yard Athletics," by James E. Sullivan, Secretary of the Amateur Athletic Union. American Sports Publishing Co., 21 Warren St., New York, 1909. Price, post-paid, 10 cents.

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value to those teachers in playgrounds and schools who have to do with the play and athletics of boys. It deals with the athletic events that are most commonly practised, and describes them in a clear and concise manner. The rules governing athletics are given; some excellent plates illustrate the styles and action of experts in their various specialties. The book treats in a systematic way of the organization so necessary for the successful conduct of school and playground athletics, the order and variety of events, the duties of the officials. Valuable suggestions are offered in a chapter on the preliminary details necessary for a field day or meet.

Mr. Sullivan criticises the method now in vogue in many cities of classifying contestants according to their weight, stating that in his long experience many instances are known to him of harm resulting to athletes through weight-reducing exercises, in order to make a weight below that which is normal for the individual. As the rules of the New York Public Schools Athletic League expressly forbid such efforts at weight reduction, it is the fault of teachers and coaches directing the activities of the boys if such methods are allowed to exist. In Baltimore the experience in this respect has been wholly in favor of the weight classification, the influence of an efficient corps of professional instructors having successfully combated tendencies to overtraining and unsportsmanlike methods.

With this exception the book is heartily recommended.

HOME AND SCHOOL.*

Reviewed by CLARENCE ARTHUR PERRY.

In this dainty volume Mrs. Mary Van Meter Grice tells how the fathers and mothers can be brought to school, induced to share the wisdom of the child-experts, and provided with broader educational sympathies through the agency of the home and school association. Many years experience as a school trustee and president of the Philadelphia League of Home and School Associations have yielded the author an excellent equipment for her task.

The natural starting point of a home and school association movement is the interest aroused in mothers through the simple need of accompanying their little tots when they first enter the kindergarten. With a little nursing this feeling can be developed

* "Home and School," by Mary Van Meter Grice. Christopher Sower Company, Philadelphia, Pa., 1909. Mailing price, 60 cents.

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into an activity which will result in mothers' meetings in the school-house. Then the fathers' meetings follow naturally and these two, by consolidation, become a home and school association.

A danger met in arranging programs, pointed out by the author, is that of presenting subjects too lofty for the audience. But even these mistakes can be discounted if the mothers can be made to feel human motives back of the movement. After a learned paper on "Adolescence" at one of the Philadelphia meetings a large German woman came forward and remarked in a trembling voice: "Gott bless you, all, you're tryin' to help us mit de little ones, aren't you? Vell, I got five, and sometimes I gets so bevildered I don't know vot to do."

The home and school meetings tend to socialize the view points of the parents. To learn what the association can do for their children is the motive that induces the mothers and fathers to join, but not many meetings pass before they look at things from a broader standpoint. "Is play a necessary factor in the development of their child? Then it must be good for all the children of their community. Is pure water something to be desired for the health of their own home? It must be just as necessary then for the good of the homes of the whole city."

Mrs. Grice gives practical suggestions for starting these home and school associations in both country and city schools, plans of procedure after they are under way and outlines in detail a dozen different activities which may suitably be carried on by these teacher-parent societies. The book contains a number of home and school songs and sixteen attractive illustrations. There are prefatory notes by United States Commissioner of Education Elmer Ellsworth Brown and Dr. Martin Grove Brumbaugh, Superintendent of Philadelphia Public Schools.

WIGWAM EVENINGS.*

Reviewed by LORNA HIGBEE LELAND.

The Indian tales presented in "Wigwam Evenings" have been gathered from the unwritten schoolbook of the wilderness for the children of to-day. These tales constitute a valuable addition to the literature of childhood. They make a distinctively unique, an American appeal, which we as Americans can feel and appreciate even though our racial experience is limited.

* By Charles A. Eastman and Elaine Goodale Eastman. Little, Brown & Company, Boston; 235 pp. Price, \$1.25.

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Dr. Charles A. Eastman is a full-blooded Sioux, and has done much in his well-known book, "Indian Boyhood," to increase our sympathetic appreciation of Indian ideals. Mrs. Eastman has won distinction as a poet and an interpreter of childhood. Such happy blending of racial traits, minds, and sympathies in joint authorship has produced in "Wigwam Evenings" a work which will be appreciated by all who love the woods and hills and lakes of our American environment.

The animal fables are as full of philosophy as those of Æsop. The personified elements of Heat, Frost, Thunder, and the Mighty Deep in conflict are less bloody, more spectacular, more truly American and more poetic than Jack the Giant Killer and the other sanguinary heroes of our Anglo-Saxon nurseries. Unk-to-mee, the sly one, seems a cousin to "Brer Fox" of negro folklore.

These stories are particularly adapted for use in playground storytelling. Much of the detailed description of birds, animals, and the objects of nature has been purposely omitted; this lack offers an incentive for observation and study, so that children can through their own efforts supply this local color when they retell the tales in competition, as Indian children are taught to do. Thus properly used, the book will serve to cultivate that which our institutions tend to discourage, the development of the powers of observation and imagination.

SCHOOL CHILDREN THE WORLD OVER.*

Reviewed by ANNA L. VON DER OSTEN.

One of the most attractive and at the same time instructive books for boys and girls that has recently appeared is "School Children the World Over." Printed in large, clear type, on heavy paper, are thirty-six simple descriptions of as many pictures representing phases of school life in Europe, Asia, Australia, the Americas, and even the heart of Africa—demonstrating the universality of the institution "school." The photographs are not only unusually clear, but they are in each case typical. The human element, the particular environment—peculiarities of architecture and scenery—the distinctive costume, or lack of costume, of these future citizens are vividly portrayed.

Though the average school child the world over may hate

* "School Children the World Over," by Lucy Dunton. Frederick A. Stokes Company, New York, September, 1909. Price, \$1.50.

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"jography," he cannot help absorbing, unconsciously, from these pages—and particularly the illustrated ones—valuable information that may properly be classed under the despised science.

But not only does the book present phases of the chief business of childhood which is centered in the school; it also brings out that other side of child life, the society of play, in which the child's self is free, in which he really lives. We see Japanese boys excited over a game of marbles, Chinese girls playing croquet with that patient passivity which is characteristic of their race, seven little girls of South America jumping rope, their bare feet just escaping the ground as the shutter of the camera snapped. Both elements—the business of childhood and its play—are blended in the cover illustration, which presents a New England schoolhouse and its environment.

The book should be of interest to all children of school age.

MAKING THE BEST OF OUR CHILDREN.*

Reviewed by GRACE WOODS KARPINSKI.

Dr. Mary Wood-Allen's "Making the Best of Our Children" is designed for those having the care of young children. A number of stories are employed to show in striking contrast the wrong and the right methods of discipline and training. Emphasis is placed on the value of training a child's reason and upon ingenuity in avoiding unnecessary issues. The necessity of thoughtful study of each individual child is pointed out. The book contains many fruitful suggestions.

THE FOLK DANCE BOOK.†

Reviewed by JOSEPHINE BEIDERHASE.

With the present intense interest in folk and national dancing, this unique collection should receive a most appreciative welcome from teachers of physical training and from those interested in the activities of the playground. Both from a physiological standpoint and from that of emotional content, there are assembled in this comparatively small volume some of the best folk dances obtainable. Any dance to be valuable as physi-

* "Making the Best of Our Children." by Mary Wood-Allen, M.D. A. C. McClurg & Company, Chicago, 1909. Price, \$1.00 net.

† "The Folk Dance Book," by C. Ward Crampton, M.D., Director of Physical Training, New York City Public Schools. A. S. Barnes & Co., New York, 1909. Price, \$1.50.

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cal training should contain two elements: it should be sufficiently vigorous to stimulate respiration and circulation, and sufficiently pleasing to give joy in its performance.

The twenty-two dances presented in Part I. of "The Folk Dance Book" have been found by actual test to possess these two elements to a marked degree. In fact, so successful has their practical application proved, that they are now incorporated in the syllabus of physical training used in the New York City public schools.

The grading of these dances according to difficulty is an exceptionally helpful feature. This grading, however, is by no means rigid, many of the dances classified as elementary being equally appropriate for older pupils.

Among the most attractive dances of Part I. may be mentioned "Chimes of Dunkirk," "Tantoli," "Lassie's Dance," "Nixie Polka," "Norwegian Mountain March," "Hop Mother Annika" and "Ace of Diamonds."

Part II. consists of twenty-one miscellaneous dances and song plays, many of the latter, such as "The Carrousel," "Chain Dance" and "I see You," having gained great popularity with the younger children. The advanced dances in this group include several arranged especially for boys, all of which have been taught successfully in the boys' high schools in New York City.

Although the graded dances in Part I. have been selected primarily with a view to their adaptation for use in the school-room, they will be found equally suitable for the playground or the gymnasium where more space, light and air are procurable, thus insuring greater freedom of execution.

The descriptions accompanying the dances are, for the most part, so definite that any teacher, whether familiar with the technique of dancing or not, will be able with the music as a guide to give them proper interpretation.

HOW TWO HUNDRED CHILDREN LIVE AND LEARN.*

Reviewed by CHARLES H. JOHNSON.

Dr. R. R. Reeder, the Superintendent of the New York Orphan Asylum, has issued in book form his lectures and maga-

*"How Two Hundred Children Live and Learn," by Rudolph R. Reeder, Ph.D., Superintendent of New York Orphan Asylum, Hastings-on-Hudson, N. Y. Charities Publication Committee, 105 East 22d St., New York City, 1910. Price, \$1.25 net.

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zine articles on how the children of his institution live and learn. In doing this he has earned the gratitude of not only all who are interested in the welfare of children in institutions, but of all who are interested in the proper development of child life. While the book is primarily intended for those who are connected with institutions caring for destitute children, its principles are so true to the established facts of physiology and psychology, and its methods are so pedagogically correct, that it is of great value to all who are working with children in city or country.

Institution children have not figured largely in literature, and when they have appeared it has usually been by way of disparagement. Writers on social questions have referred to them as lacking especially in initiative and self-reliance, while authors of fiction have referred to them when they wished to illustrate a barren or monotonous life, or a peculiarly sad childhood. Dr. Reeder has, however, depicted in the account of the daily life of his charges a life so rich, full and varied that we doubt if any boarding school or private family can make a more delightful setting for childhood. (Indeed it may be said that every department and activity of the Asylum functions.) This is markedly true of the phase of life classed under the chapter on exercise, environment, and play which perhaps more than any other will interest the readers of *The Playground*.

The physiological value of play is shown in the results of health-giving play life on the fields and in the woods of the Asylum property. The very defects above stated for which institution children are noteworthy find their correction on the playground. The constructive faculty finds its expression in the hut building, the snow fort and tunnel planning; leadership is developed, the individual tendency of the child is given opportunity to reveal itself, principles of honesty, fair play and courage are shown to be commendable and of social value. Indeed there seems to be no department of the institution where more may be accomplished physically and mentally to assist institutional children to attain to those qualities requisite to a broad and vigorous adult life.

Much is made of playground environment, but we think the chapter reveals especially the value of personality in the leader of the institution. The attitude of the leader is shown

BOOK REVIEWS

in these words of the author: "When visitors to the Orphanage find me working at my desk, they frequently offer an apology for taking my time, but such courtesy seems to them unnecessary if they find me on the playground with the boys and girls. That is 'only play.' In my judgment, it is as important as any work that I can do, even to conducting devotional exercises." Where there is such an attitude on the part of a superintendent, who in addition is gifted to an unusual degree with fertility of resource, it may well be expected that play will become rich, interesting and educative.

ANNALS OF THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE.*

The March number of the *Annals of the American Academy of Political and Social Science* is given up to the consideration of public recreation facilities. Typical parks—national, state, county, and city—are discussed. The social significance of park and playgrounds is pointed out. John Nolen, Graham Romeyn Taylor, Dr. Henry S. Curtis, Mrs. Amalie Hofer Jerome, Charles Mulford Robinson, Beulah Kennard, and Bessie D. Stoddart are a few of the many contributors.

TWO INDEPENDENCE DAY ARTICLES.

Some excellent suggestions on how to conduct an Independence Day campaign are contained in an article by E. A. Moree, entitled "How a Sane Fourth Campaign Was Won." This appeared in the April, 1910, number of *The American City* (price ten cents), published at 93 Nassau Street, New York City. It gives real information on how to get a campaign started, and how to keep the public interested in the work from start to finish.

The May number of *The American City* will contain an article by Henry B. F. Macfarland of Washington, D. C., telling about the celebration that took place in his city last year. This article will give many valuable suggestions for those interested in improving the celebration of our national holiday.

* Published by the American Academy of Political and Social Science, Philadelphia, Pa. Price per volume, \$1.00 in paper cover; \$1.50 bound in cloth.

Vol. IV. No. 3

June, 1910

The Playground

PLAY CONGRESS

Rochester, N. Y., June 7-11, 1910

PROGRAM



A "PLAY LEADER"

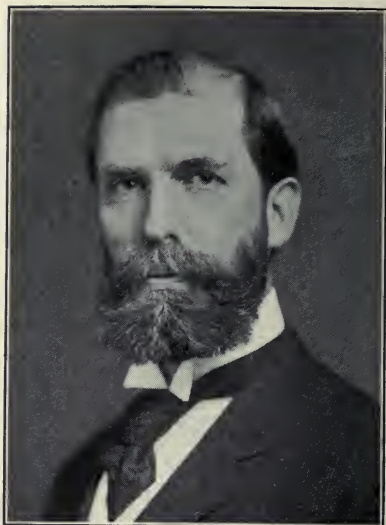
Strenuous Play Makes Possible Vigorous Life and Efficient Work

Twenty-five Cents a Copy

Two Dollars a Year



HON. WILLIAM H. TAFT.
The President of the United States is a
hearty advocate of playgrounds.



HON. CHARLES E. HUGHES.
The Governor of the State of New York
declares that social centers buttress the
foundations of democracy.



LUTHER H. GULICK, M.D.
President Playground Association of
America.



JOSEPH LEE.
Vice-President Playground Association
of America.

ACTIVITIES OF THE PLAYGROUND ASSOCIATION OF AMERICA.

1. Field work.—The Association tries to help the cities of the country to make the millions of dollars which have been invested in playgrounds and recreation buildings, and the million and more dollars spent each year on maintaining playgrounds, produce as large a return as possible. The Association tries to make the experience of other cities available for each city. Over four hundred cities scattered across the continent are seeking advice from the Playground Association of America. In order to meet this demand more adequately the Association is attempting to secure the money for three field secretaries. The Association tries to aid cities in securing adequate financial and moral support for comprehensive recreational plans.
2. Play leaders.—The names of playground workers desiring positions, with information about each worker, are placed at the disposal of any city desiring play leaders. Nearly four thousand persons were employed on the playgrounds of the United States last year. Play leaders of the right kind must be found, trained, and developed.
3. Clearing house for information regarding play and playgrounds. The Association has 933 photographs, 222 cuts, and 260 lantern slides, also 5 playground models, which are loaned to cities upon request. Books, pamphlets, magazine articles on play are gathered for reference.
4. Publications.—The Playground Association of America publishes monthly a magazine devoted to play interests known as "The Playground"—subscription price \$2.00. The Association publishes special pamphlets and leaflets judged to be of particular value and distributes them at cost price to those desiring to use them.
5. Annual Congress.—Experts discuss practical problems confronting playground workers.
6. Normal courses in play.—The Association aims as far as possible to secure the introduction of courses in play in normal schools, colleges, and teachers' institutes.

PLAYGROUND ACTIVITIES

7. Play in institutions.—The Association strives to secure a wider recognition of the value of play in institutions for the insane, for the feeble minded, for the blind, for orphans, for delinquent boys and girls.



JACOB RIIS.
Honorary Vice-President Playground
Association of America.



JANE ADDAMS.
Director Playground Association of
America.

RESULTS ALREADY ACCOMPLISHED BY THE PLAY- GROUND MOVEMENT.

Two hundred and forty-six cities have within two years established supervised playgrounds for the first time.

In one hundred and ninety-five other cities there is now agitation for playgrounds.

A Normal Course in Play has been prepared by the Playground Association of America, and to our knowledge is being used by twenty-one educational institutions.

Educators, physicians, social workers, employers and church workers are united in urging the necessity for providing wholesome play under good leadership.

In nearly every city where taxpayers have been given an opportunity to understand the play movement they have voted by substantial majorities to establish play centers.

RESULTS ALREADY ACCOMPLISHED

NEED.

THREE GIFTS OF FIVE THOUSAND DOLLARS EACH,

in order that the Playground Association of America may secure three play experts to go to the cities which are seeking help, to aid them in working out their problem. The eastern, western, and central sections of the United States each need a field secretary.

PROGRAM OF THE ROCHESTER PLAY CONGRESS

LUTHER H. GULICK, M.D.,

President Playground Association of America.

Any adequate consideration of the child must consider the family of which the child is a part, so any adequate consideration of the playground must consider public recreation, of which the playground is a part. Public recreation is the largest unorganized, ignorantly administered section of American public affairs. We know, theoretically, that there is nothing more vitally related to the education and morals of the peoples of the world than what they do with their leisure time. It is equally true that there is nothing in America to which we have given less attention than we have to affording the people an opportunity to use their leisure time in a way that shall make for wholesomeness. We have assumed that the old community conditions still obtain, in which the individual tastes and desires of the person or of the family are adequate. We have not noticed that the same factors which have made the individual helpless in industry, helpless in trade, and helpless in government, have made him equally helpless in matters of recreation. Social action, coherent, intelligent co-operation, have made modern business, modern manufacture, and are making modern democracy. This same force, however, needs to be tried with reference to opportunities for public recreation. This is the larger problem which underlies and embraces the playground problem, and to which this, the Fourth Congress of the Playground Association of America, addresses itself.

Mr. H. S. Braucher, Secretary
of the American Playground Association.

Dear Sir:

I regret that it will not be possible for us to attend the meeting of the American Playground Association next June. I sincerely wish the Society continued success in its beautiful work. It is cheering to think of the many poor children to whom it has given opportunity for play that shall bring them health and happiness.

Our best institutions for the blind have good playgrounds. As for the blind child who lives at home, he should be encouraged to play with the seeing. If they will meet him half-way in their sports, he will gain far more than if he plays with other blind children, who are slower and more timid in their games. Besides, a blind playmate will accustom his seeing friends to take the capabilities of the sightless for granted, and thus the companionship of the blind and the seeing will benefit them both.

With cordial greetings, I am,

Sincerely yours,

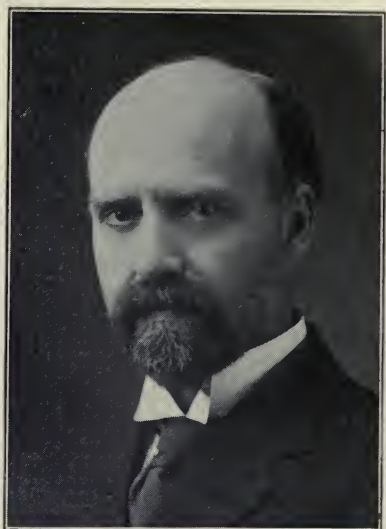
Helen Keller

Wrentham, Massachusetts,

March 23, 1910.



CHARLES W. ELIOT, LL.D.
President Emeritus of Harvard College.



ELMER E. BROWN, PH.D.
United States Commissioner of Education.

"Because play is so important a part of life, and education in play is so vital to education for wholesome and happy life, we wish to call special attention to the Congress of the Play-ground Association of America."

CHARLES W. ELIOT,
ELMER ELLSWORTH BROWN,



HELEN KELLER.



MARY E. McDOWELL.
University of Chicago Settlement, Chicago,
Ill.
(Congress Speaker.)



ROSE PASTOR STOKES.
New York City.
(Congress Speaker.)

PROGRAM

Play Congress—Rochester, N. Y.

June 7-11, 1910

TUESDAY EVENING, JUNE 7, 1910

First General Session

8:00 p. m.

Convention Hall

Chorus of 500 Boys Assisted by Park Band.

Folk Dance.

Addresses of Welcome.

Hon. H. H. EDGERTON, Mayor of Rochester.

A representative from the Rochester Chamber of Commerce.

President's Address.

LUTHER HALSEY GULICK, M.D., President of the Playground Association of America, New York City.

"What the Social Worker Needs to Know About Recreation."

RICHARD C. CABOT, M.D., Massachusetts General Hospital, Boston, Mass.

"Some Uses of the Public Schoolhouse."

ELMER ELLSWORTH BROWN, Ph.D., United States Commissioner of Education, Washington, D. C.

(Stereopticon views of Rochester and Rochester Playgrounds for those who care to remain.)

PROGRAM

WEDNESDAY MORNING, JUNE 8, 1910

Second General Session

9:30—10:30 a. m.

Hotel Seneca, Room A.

Report of the Committee on Play in Institutions.

ALEXANDER JOHNSON, Secretary of the National Conference of Charities and Corrections, Fort Wayne, Ind., Chairman.

Report of the Committee on Storytelling.

ANNIE CARROLL MOORE, Supervisor of Work with Children, New York Public Library, New York City, Chairman.

Report of the Committee on Equipment.

E. B. DEGROOT, General Director of the South Park Commission, Chicago, Ill., Chairman.

Sectional Meetings

10:30—11:30 a. m.

Hotel Seneca, Rooms A., B., C.

1. Discussion of Report of the Committee on Play in Institutions. Room A.
Opened by RUDOLPH R. REEDER, Ph.D., Superintendent New York Orphan Asylum, Hastings-on-Hudson, New York.
2. Discussion of Report of the Committee on Storytelling. Room B.
Opened by SEUMAS MACMANUS, Donegal, Ireland.
3. Discussion of Report of the Committee on Equipment. Room C.

Third General Session

11:30 a. m.

Hotel Seneca, Room A.

Discussion of Report of the Committee on a Normal Course in Play.

CLARK W. HETHERINGTON, Professor of Physical Education, University of Missouri, Columbia, Mo., Chairman.

Luncheon

1:00 p. m.

Followed by Five Minute Speeches

"Women's Clubs."

MRS. EDWIN F. MOULTON, Chairman of the Civics Committee of the General Federation of Women's Clubs, Warren, O.

"Young Men's Christian Associations."

GEORGE J. FISHER, M.D., Secretary of the Physical Department of the International Committee of Young Men's Christian Associations, New York City.

"Neighborhood Workers."

MARY E. McDOWELL, University Settlement, Chicago, Ill.



STEPHEN S. WISE, PH.D.
Rabbi of the Free Synagogue, New York
City.
(Congress Speaker.)



FREDERIC THOMPSON.
Designer and Builder of Luna Park, Coney
Island, and the Hippodrome, New York
City.
(Congress Speaker.)

WEDNESDAY AFTERNOON, JUNE 8, 1910

Automobile Tour

2:30 p. m.

From Convention Hall, Clinton Avenue, South to Main Street; to Plymouth Avenue; to Clarissa Street bridge; to Mount Hope Avenue; through Ellwanger and Barry Nursery; to Highland Park, to Goodman Street, to East Avenue; to University Avenue, passing the University of Rochester and East High School; to St. Paul Street; to Seneca Park.

3:30 p. m.

Seneca Park

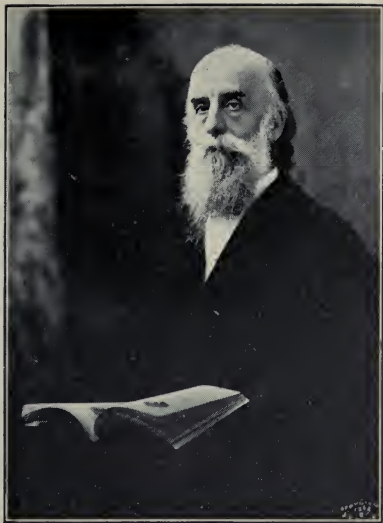
A May Day Program by Pupils of Washington School

Automobiles will leave Seneca Park at five o'clock, returning to Hotel Seneca by way of Lake Avenue, passing Brown's Square Playground and Front Street Playground *en route*.

Special Dinner Parties

6:30 p. m.

For representatives of women's clubs, Young Men's Christian Associations, associated charities, probation officers, neighborhood workers, park commissioners, educators.



LYMAN ABBOTT, D.D., LL.D.,
Honorary Vice-President Playground
Association of America.



GUSTAVUS T. KIRBY.
Treasurer Playground Association of
America.

WEDNESDAY EVENING, JUNE 8, 1910

Fourth General Session

8:00 p. m.

Convention Hall

Chorus of 500 Children, Orchestral Accompaniment.

Folk Dance.

"The Message of the Indian and the Outdoor Life."

ERNEST THOMPSON SETON, New York City.

"Why Wholesome Shows Pay."

FREDERIC THOMPSON, designer and builder of Luna Park, Coney Island,
and the Hippodrome, New York City.

"Moving Pictures: Their Function and Proper Regulation."

JOHN COLLIER, National Board of Censorship of Motion Pictures, New
York City.

(Motion pictures will be shown.)

PROGRAM

THURSDAY MORNING, JUNE 9, 1910

Fifth General Session

9:30—10:30 a. m.

Hotel Seneca, Room A.

Report of the Committee on Activities for Girls.

BEULAH KENNARD, President of the Pittsburgh Playground Association,
Pittsburgh, Pa., Chairman.

Report of the Committee on the Organization and Administration of a
Playground.

GEORGE W. EHLE, Secretary of the Public Athletic League of Baltimore,
Baltimore, Md., Chairman.

Report of the Committee on Recreation Buildings for Large and Small
Communities.

BESSIE D. STODDART, Secretary of the Department of Playgrounds, Los
Angeles, Cal., Chairman.

Sectional Meetings

10:30—11:30 a. m.

Hotel Seneca, Rooms A., B., C.

1. Discussion of Report of the Committee on Activities for Girls. Room A.
2. Discussion of Report of the Committee on the Organization and Admin-
istration of a Playground. Room B.
3. Discussion of Report of the Committee on Recreation Buildings for
Large and Small Communities. Room C.

Sixth General Session

11:30 a. m.—12:30 p. m.

Hotel Seneca, Room A.

"The Possibility of Relieving the Monotony of Factory Work."

ROSE PASTOR STOKES, New York City.

"The Value of the Report of the Committee on a Normal Course in Play."

THOMAS F. HARRINGTON, M.D., Director, Department of School Hygiene,
Boston, Mass.

Luncheon

1:00 p. m.

Followed by five-minute speeches on "The Church and Recreation."



HON. H. H. EDGERTON.
Honorary President, Rochester Local
Committee.



HENRY G. FOREMAN.
President Chicago South Park Board
Honorary Vice-President Playground As-
sociation of America.

THURSDAY AFTERNOON, JUNE 9, 1910

2:30 p. m.

Special excursions to Irondequoit Bay and other near-by summer resorts.

Special Dinner Party

6:30 p. m.

For representatives of chambers of commerce.

THURSDAY EVENING JUNE 9, 1910

Seventh General Session

8:00 p. m.

University of Rochester Gymnasium

"The Dance Problem."

MRS. CHARLES HENRY ISRAELS, Chairman of the Committee on Amuse-
ments and Vacation Resources of Working Girls, New York City.

"Family Recreation."

JOSEPH LEE, Vice-President of the Playground Association of America,
Boston, Mass.

"Recreation and the Higher Life."

GEORGE WILLIAM KNOX, D.D., LL.D., Union Theological Seminary, New
York City.

Reception

9:30 p. m.

University of Rochester Campus or Gymnasium

The Campus will be illuminated for the occasion.



HON. BEN B. LINDSEY.
 Denver, Colorado.
 Honorary Vice-President Playground Association of America.



SEUMAS MACMANUS.
 Donegal, Ireland.
 (Congress Speaker.)

FRIDAY MORNING, JUNE 10, 1910

Eighth General Session

9:30—10:30 a. m., Hotel Seneca, Room A.

Report of the Committee on Festivals.

E. S. MARTIN, Director of Public Recreation and Social Education, Columbus, Ohio, Chairman.

Report of the Committee on Athletics for Boys.

JAMES H. MCCURDY, M.D., Director of Physical Training of the International Y. M. C. A. Training School, Springfield, Mass., Chairman.

Report of the Committee on Playgrounds in Relation to Social Centers.

GRAHAM ROMEYN TAYLOR, Secretary of the Playground Association of Chicago, Chicago, Ill., Chairman.

Sectional Meetings

10:30—11:30 a. m., Hotel Seneca, Rooms A., B., C.

1. Discussion of Report of the Committee on Festivals. Room A.

Opened by GEORGE E. JOHNSON, Superintendent, Pittsburgh Playground Association, Pittsburgh, Pa.

2. Discussion of Report of the Committee on Athletics for Boys. Room B.

3. Discussion on Report of the Committee on Playgrounds in Relation to Social Centers. Room C.

Ninth General Session

11:30 a. m., Hotel Seneca, Room A

"Exploitation of Child Life."

STEPHEN S. WISE, Ph.D., Rabbi of the Free Synagogue, New York City.

Luncheon, 1:00 p. m.

Followed by several five-minute speeches.



HENRY W. MORGAN,
Chairman Rochester Local Committee.



REV. H. H. STEBBINS, D.D.,
Vice-Chairman Rochester Local Committee

FRIDAY AFTERNOON, JUNE 10, 1910

Trip to Genesee Valley Park

2:30 p. m.

Delegates will take chartered cars for Genesee Valley Park, where the Musical Festival will be held, fifteen hundred children taking part, assisted by the Park Band.

(In case of rain on Friday afternoon the Musical Festival will be held in the State Armory.)

FRIDAY EVENING, JUNE 10, 1910

Banquet, Hotel Seneca

7:00 p. m.

Hon. H. H. EDGERTON, Mayor of Rochester, Presiding.

"Municipal Recreation: Possibilities and Limitations."

LUTHER HALSEY GULICK, M.D., President of Playground Association of America.

"Parks as Recreational Centers."

GEORGE A. PARKER, Superintendent of Parks, Hartford, Conn.

Irish Storytelling.

SEUMAS MACMANUS, Donegal, Ireland.

(Special tables will be reserved for municipal delegates.)

ROCHESTER PLAY CONGRESS

SATURDAY MORNING, JUNE 11, 1910

Recreation

Various forms of recreation will be open to delegates.

SATURDAY AFTERNOON, JUNE 11, 1910

Play Festival

Genesee Valley Park

Ten thousand Rochester school children will take part.

(In case of rain Saturday afternoon the Play Festival will be held in the State Armory.)

SATURDAY EVENING, JUNE 11, 1910

Picnic Supper

Genesee Valley Park

This supper has been arranged for delegates and members of the Rochester Local Committee.

Water Carnival

Genesee Valley Park

The illumination and fireworks will be under the direction of the Rochester Park Board.

(This water carnival has been given on four previous occasions by the Rochester Park Board; many have considered it the finest water carnival held, not excepting the famous carnivals in Venice.)

GENERAL INFORMATION

MEETINGS:

The morning, as well as the evening sessions, will be open to the general public.

QUARTERS:

The Congress headquarters will be at the Hotel Seneca.

REGISTRATION:

All members of the Playground Association of America, official delegates representing municipalities and other organizations, are requested to register at the Congress office, in the Hotel Seneca, immediately upon arrival in Rochester.

INFORMATION:

A Congress information bureau will be maintained by the Rochester Local Committee at the Hotel Seneca.

QUESTION BOX:

Any persons having questions which he desires to have answered may deposit them in the question box at the Congress headquarters. These questions will be referred to the chairmen of special committees or to other individuals especially qualified to answer them.

HONORARY VICE-PRESIDENTS

HONORARY VICE-PRESIDENTS OF THE FOURTH ANNUAL PLAYGROUND CONGRESS.

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President Board of Education, Rochester,
N. Y.



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Supervisor Social Centers and Play-
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Committees of the Playground Association of America

1909-10

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PLAYGROUND AND SOCIAL CENTER WORK IN ROCHESTER, N. Y.*

EDWARD J. WARD,

Supervisor, Social Centers and Playgrounds, Board of Education,
Rochester, N. Y.

I. PLAYGROUND WORK.

The children of the Rochester playgrounds have during the past year grown noticeably more courteous toward neighbors. During the year not a single complaint was received from citizens living in the vicinity of playgrounds on account of acts of discourtesy committed by children during the time when the playgrounds were open. The few complaints that have been made have concerned children who were found on the playgrounds at night, when the grounds were under the supervision of the police. The complaints that have come from unsupervised playgrounds have been so numerous that, in general, cities have decided to fence in their playgrounds, keeping them locked when the supervisor is absent. A playground is not a playground without supervision.

The children of Rochester have this year been extremely helpful in improving the conditions of their playgrounds. On one playground the boys, under the leadership of the director, laid out a baseball diamond and running track; they grubbed away all the grass found on that particular space. They also dug a jumping pit. Because of lack of funds the director in

* The history of the playground movement in Rochester was printed in *THE PLAYGROUND* for January, 1909. Those planning to be present at Rochester will be interested in rereading that number of *THE PLAYGROUND*.

PLAYGROUND WORK IN ROCHESTER

charge had no paid assistant. That he was able to conduct the playground successfully was due to the help of the boys and girls.

On Arbor Day one hundred trees were set out on one playground. The school children were most careful of these trees, as were also all others who came to the grounds. An attempt was made to beautify the playgrounds by planting flowers in corners and around the borders.

After an athletic meet held between teams of girls from two playgrounds, the girls of the home team invited their guests into the assembly hall of the school and there served them with lemonade and cookies. Often wholesome rivalry between the children from different neighborhoods degenerates into bitter antagonism, especially where racial differences exist. One of the girls upon being asked the reason for the little "spread" replied, "The women and the older girls do it in the social centers, and why shouldn't we?" Here is an instance of the effect of a good example set by adults.

At the beginning of the season the members of the coming



League of Civic Clubs, Rochester, N. Y.

This auditorium at School Building No. 9 seats a thousand people. On Saturday evenings, however, it is too small for the number who come.

PLAYGROUND WORK IN ROCHESTER



League of Civic Clubs, Rochester, N. Y.

Young Men in a Civic Club at Center No. 14.

civic club at Number Nine Social Center appointed ten of their number to serve as a playground committee. They felt that they could put into practice their ideas of good citizenship gained at the social center and thus relieve the directors of a large part of their duties, enabling the directors to give more individual attention to teaching and coaching. On the Fourth of July this committee took entire charge of a patriotic celebration, one feature of which was a meeting of more than one thousand persons in the assembly hall of the school. An address was delivered by the secretary to the mayor of Rochester. The committee also took charge of an athletic meet which was held on the playground and which attracted more than 5,000 people. The club voted to undertake the maintenance of order at this meet, without the aid of the police; they were successful in doing so.

The boys at two other social centers formed similar committees and were equally successful in developing self-government, self-control, and good citizenship on the playgrounds.

During the past year a record was made of the important facts regarding the health, home conditions, and physical development of nearly two thousand children who visited the Rochester school playgrounds.

One of the present indications of the healthy growth of play-

PLAYGROUND WORK IN ROCHESTER

ground interest in Rochester is the beginning of systematic training for playground directors. During this past winter there has been conducted a normal class for playground instructors in charge of Miss Irene Phillips, the Women's Physical Director at the University of Rochester.

Thirty persons showed their interest in the work by taking this complete course in playground theory and practice. Another, and a more material evidence of the progress of playground interest in Rochester is the building at No. 9 Playground of a substantial playground house equipped with storeroom, baths,



League of Civic Clubs, Rochester, N. Y.

Woman's Club Meeting at Center No. 14.

lockers, etc., and the building at No. 36 School of an addition to the school building which is designed especially for use in connection with the playground there.

II. SOCIAL CENTER ACTIVITIES.

Twenty years ago the Department of Education in New York City began to give public lectures, using for the purpose the public school buildings of the city. The average attendance at these public lectures given in New York City during the past season was 212. The average attendance at the general evening lectures in the Rochester social centers was 366. In New York City one in twenty-four of the lecturers contributed his services

PLAYGROUND WORK IN ROCHESTER

as an evidence of public spirit. More than half the speakers in Rochester gave their services without compensation.

During the past year, nineteen adult civic clubs, using seventeen school buildings in various parts of the city, held 305 meetings, with an aggregate attendance of 15,669. At all of these meetings there was perfect freedom of discussion on public questions. Any one desiring to do so could attend and participate. Yet the year's record shows not a single instance of discourtesy, unfairness, or of bad feeling developed in a civic club meeting.



League of Civic Clubs, Rochester, N. Y.

The West High Gymnasium is well equipped for the women's use in the Social Center.

At the beginning of the year 1909, ten school buildings were in use for evening social center or civic club meetings. During the year seven others have been put into use for social and civic purposes.

One feature of the social center gatherings has been the "social hour" at the close of the lecture or entertainment, giving the young men and women an opportunity to become acquainted under wholesome surroundings, and in the presence of their fathers, mothers, and the older members of the community. The civic clubs have shown a uniform spirit of unbiased devotion to

PLAYGROUND WORK IN ROCHESTER

the common welfare; they have constantly kept in view the one aim of developing public spirit. Several of the clubs have assumed leadership in movements for neighborhood improvement, but their interests have not been limited to simply their own locality.

There have been three women's clubs, with programs similar to those of the men, except that among the women the meetings have been of a more social character. At three of the school buildings circulating libraries, consisting of five hundred volumes borrowed from the Albany State Library, have been at the service of the people of the neighborhoods. Current periodicals have also been kept for public use. At one school building a small collection of Italian books has been secured. These are much appreciated by members of the Italian Men's Civic Club.

No feature of the social center work is more enjoyed than the music. At each of the centers there is hearty participation in the singing on the part of the entire assembly. In addition, systematic musical training has throughout the year been conducted in the centers. An orchestra of twelve pieces has furnished music for evening meetings. At one of the schools a beginning has been made in popular choral singing on Sunday afternoons. At another school an excellent chorus of forty voices has been organized.

As heretofore, gymnasium work with drills, classes on the apparatus, basket ball games for men and boys, and folk dancing for women and girls have been maintained in three of the social centers.



League of Civic Clubs, Rochester, N. Y.

West High Social Center Orchestra.

A FOURTH OF JULY PAGEANT

MARI R. HOFER, New York City.

When the question of how to celebrate the Fourth arose at the assembled Summer School of the University of Virginia, at Charlottesville, Virginia, it was suggested that instead of the usual songs, sentiments and speeches, some of the historical events of the Mother State, and of the States of the visiting students, be represented. In just two weeks from the date of the suggestion, a magnificent cortege of a thousand costumed people, depicting seventy-five remarkable episodes in the history of our country, made a detour of the beautiful Jeffersonian Campus of the University. Here marched shades of the past made living from "Good Queen Bess" and her gallant knight, Sir Walter Raleigh, Captain John Smith and Pocahontas, down through significant names and events of nearly three centuries of American history. County names revealed the nobility of Europe,—Prince William, Albermarle, Chesterfield, London, Botetourt, and Charlottesville—named after Queen Charlotte.

On the rotunda steps stood the receiving party, composed of Uncle Sam and Columbia, the four presidents of Virginia,—Washington, Jefferson, Madison and Monroe,—and their ladies, various literary celebrities, aldermen, the first president of the University of Virginia in the Jeffersonian dynasty. To these each group paid its respects in passing. The Declaration of Independence was read by the great Jefferson himself.

A good time? Never was a better nor one more thoroughly enjoyed by all, from the young and frivolous to the gray-bearded professor. After the two hours' procession a supper on the lawn was followed by a dance in which the stately minuet gave opportunity to display the grace and beauty of the old time dress. Educationally it was pronounced a great success; and all the teachers returned to their work to view history in a new light and with the inspiration to make it a more vital subject in the school work.

Any part of our country whose history abounds in romantic incidents connected with important people of the pioneer days could readily arrange a similar celebration of the Fourth.

SUMMER COURSES IN PLAY

1910

LEE F. HANMER,

Associate Director, Department of Child Hygiene, Russell Sage Foundation,
New York City.

The increasing demand for trained play leaders has brought about the establishment of play courses at many normal schools and colleges. In several cases a practical as well as a theoretical presentation of this subject is made possible through the use of model playgrounds as a part of the school equipment. The Normal Course in Play, prepared by the Playground Association of America, is being used as a whole, or in part, in most of these cases.

The following summer schools are offering play courses the coming season:

UNIVERSITY OF CALIFORNIA, Berkeley, Cal.

Term: June 20 to July 30, 1910.

Meaning and function of play.

Playground administration.

Folk dances.

Playground games.

Practice.

COLUMBIA UNIVERSITY, New York City.

Term: July 6 to August 17, 1910.

Play and games.

Stories.

Folk and national dances (elementary and advanced).

Athletics and sports.

Play schools (lectures, observation and practice).

Dramatic games.

Playground games.

SUMMER COURSES IN PLAY

HARVARD UNIVERSITY, Cambridge, Mass.

Term: July 6 to August 11, 1910.

Playground activities.

The philosophy of play.

Aims and purposes of the playground.

Organization, construction and equipment.

Administration and management.

Folk dances.

Story telling.

Games.

CHICAGO SCHOOL OF CIVICS AND PHILANTHROPY, Chicago, Ills.

Term: June 21 to July 29, 1910.

The playground movement (aims, ideals and functions).

Playground organization and administration.

Playground equipment.

Practical work on the playground.

Games and folk dances.

PERU STATE NORMAL SCHOOL, Peru, Nebr.

Term: June 6 to July 30, 1910.

Kindergarten games, songs, occupations and exercises.

LAKE GENEVA SUMMER SCHOOL, Lake Geneva, Wis.

Term: July 4 to July 12, 1910.

Theory and function of play.

Playground organization and administration.

Administration of playground activities.

STATE NORMAL SCHOOL, Greeley, Colo.

Term: June 21 to July 29, 1910.

Out-door games and the playground

Folk dances, drills and marches.

Athletic sports and playground games.

Playground apparatus and designs.

UNIVERSITY OF VIRGINIA, Charlottesville, Va.

Term: June 17 to July 30, 1910.

Playground activities.

Playground organization and administration.

Playground equipment.

Folk dances.

Festivals.

SUMMER COURSES IN PLAY

UNIVERSITY OF WISCONSIN, Madison, Wis.

Term: June 27 to August 5, 1910.

Organization of recreation centers.

Equipment of playgrounds.

Management of playgrounds.

Games and plays.

NEW YORK SCHOOL OF PHILANTHROPY, New York City.

Term: July 5 to July 29, 1910.

Significance of the playground movement.

Equipment and administration of a playground.

Organization of a playground.

Activities of a playground.

Forms of boys' club work, such as, "Woodcraft Indians" and "The Boy Pioneer."

A play festival will be given as the closing feature of the Course.

UNIVERSITY OF CHICAGO, Chicago, Ills.

Term: June 20 to September 2.

Grading of plays and games for different ages and sexes.

Folk dances and gymnastic games.

UNIVERSITY OF TENNESSEE, Knoxville, Tenn.

Term: June 21 to July 29, 1910.

Children's games for the school room and playground.

Folk games and dances.

Festivals.

The evolution of educational play.

Storytelling.

WESTERN NORMAL SCHOOL, Kalamazoo, Mich.

Term: June 27 to August 5, 1910.

Course suitable for grade teachers in marches, folk dances, plays and games.

Instruction in swimming and tennis.

SUMMER COURSES IN PLAY

UNIVERSITY OF MISSOURI, Columbia, Mo.

Term: June 10 to August 12, 1910.

Plays and games for the school room and playground.

Planning and equipping school playgrounds.

Practical work in the playground, and gymnastic games.

Competitive games and athletics for men and women.

SCHOOL OF PHYSICAL EDUCATION, Chautauqua, N. Y.

Term: July 11 to August 20.

Playground exercises and games.

Plays and play in education.

Playground athletics equipment.

Detailed information concerning the above courses will be sent, on application, by any of the institutions mentioned.

BOOK REVIEWS

TWO NEW BOOKS ON CHILDREN'S GARDENS

MARY G. HANMER, New York City.

Within the last two months two new books have been added to the limited amount of literature on gardens for children.

M. Louise Greene has told us in the foreword the purpose of "Among School Gardens":* (1) To answer the questions, What are school gardens? What purpose do they serve? Where are the best? (2) To give such explicit directions that a novice may be able to start a school garden, and to show that even the simplest one can be of great benefit to children; (3) To share with those already interested in school gardens knowledge of work done in different places.

The purpose of the book is admirably carried out. The descriptions of the different kinds of gardens from the gardens of the district schools to those of the city schools, are full

* "Among School Gardens," by M. Louise Green, M.Pd., Ph.D. (Yale). Price, \$1.25. Published by Charities Publication Committee, 105 East 22d St., New York City.

BOOK REVIEWS

and suggestive. Even a possible two by two foot space is not neglected. The descriptions of the different kinds of soil, of the cost of equipment, of the planning and planting of the garden, are sure to be helpful; as are also the suggestions for making use of the waiting time before the plants appear. The list of reference books is very complete.

One of her pleas for school gardens is, "A little Cleveland girl confided to her teacher: 'I did not have St. Vitus Dance this summer, nor last, since I have worked in the school gardens.' Also, apart from the question of agriculture, many a school boy has found his best development through the motor activities released and the motives of action satisfied in the school garden. He may be a dullard or a laggard at his books, perhaps unsocial or unattractive in his personality. Let him have a chance to vent his feelings by work, or satisfy his dormant æsthetic, or emotional nature through care of his plants. If he makes any kind of a success of his garden, his self-respect is restored and he finds his place among his fellows."

The book contains a wealth of suggestions for carrying on children's gardens under all sorts of conditions.

"Children's Gardens, for Pleasure, Health and Education," by Henry G. Parsons, has been compiled from the author's intimate knowledge of the Children's School Farm in De Witt Clinton Park, New York City. This book will be a great help to those who are interested in this movement as it describes clearly each step from the beginning in the development of a farm garden.

The contention is made that the lessons taught by the growing plants in their need of light, air and breathing space, will form the foundation for the child's knowledge of his own need of fresh air, light and sunshine. The lesson in good roads may also be made emphatic by observing that "he can carry heavier loads over paths that are smooth, hard and free from stones."

Several chapters describe the preparing, laying out, planting and grading of the garden. The descriptions are given in detail and the illustrations are most helpful. One could hardly go

† "Children's Gardens for Pleasure, Health and Education, by Henry G. Parsons. Price, \$1.00. Published by Sturgis & Walton Company, 31-33 East 27th St., New York City.

BOOK REVIEWS

astray in planting his garden when using this little book as his guide.

One chapter on "Special Gardens" tells of the winter work which may be done in these gardens by converting them into open air play schools for tubercular children.

The book is thoroughly practical and will help beginners to avoid many costly mistakes.

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Vol. IV. No. 4

July, 1910

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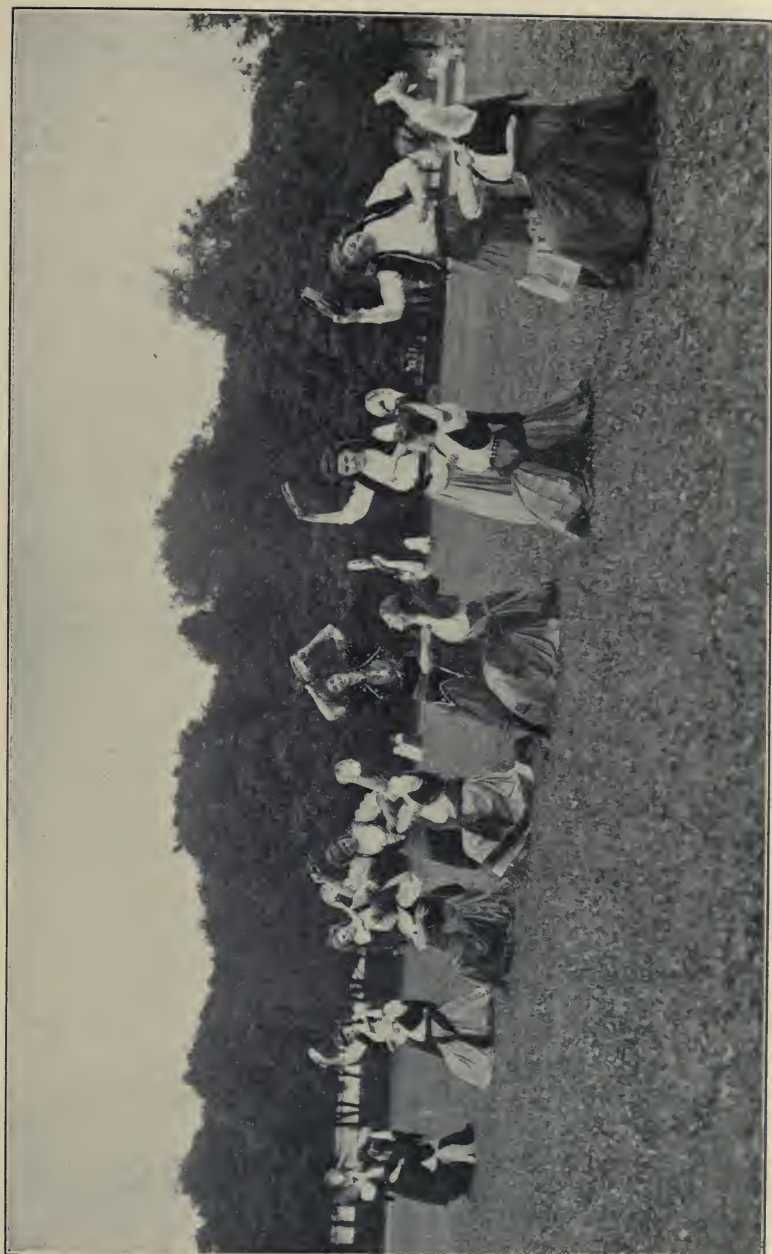
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W. A. Staples, Department of Health, Buffalo, N. Y.

SPANISH DANCE.

SCHOOL PLAYGROUNDS.*

CLARENCE ARTHUR PERRY.

Department of Child Hygiene of the Russell Sage Foundation.

It is 1.30 in the afternoon and a July sun is blazing down upon a company of boys and girls lined up in military fashion on the grounds of a public school in the city of Newark. They face a huge brick building, while at their rear are to be seen climbing ropes, some swings, a sand-pile, an horizontal bar and the other iron-pipe things found in an out-door gymnasium. Outside the closed gate a group of belated youngsters peers wistfully between the pickets.

A drum rolls and immediately a flag is seen fluttering from the flag-staff. The ranks stiffen into the posture of attention; caps are clapped to shoulder and girls' hands are uplifted flagwards.

"We salute thee," the treble voices chant, "we the children of many lands, who find rest under thy folds, do pledge our lives, our hearts, and our sacred honor to love and protect thee our country and the liberty of the American people forever."

Then the bareheaded man with rolled-up sleeves and belted trousers, who led in the reciting, tells the story of Uncle Remus. As the applause dies away the drums sound again and the company begins to march. After several maneuvers and mass-formations the girls, officered by women, pass over to the other side of the school house and are lost to view.

The boys, in obedience to a couple of sharp commands, spread out over the square like chessmen on a board. All eyes turn to the bareheaded man standing before them. Then, imitating him, they shoot out their arms sideways, bend them back,—out, back, and so on,—eight times. Arms are raised forward, upward and sideward; body is bent forward and sideways; feet spring sideways as the arms swing overhead. All the while the leader counts, spitting out "one," "two," "three," and so on, like a rapid-fire gun. The boys flap their arms in the manner of an excited railroad signal and every pair of lungs works like a blacksmith's bellows. Cheeks redden and sweat begins to ooze. Ten strenuous minutes pass and then, as a wind-up, the leader gradually quickens the count. The boys see the

* Portion of one chapter of *The Wider Use of the School Plant*, by Clarence Arthur Perry. This book will be published by the Charities Publication Committee about September 1, 1910.

SCHOOL PLAYGROUNDS

twinkle in his eye and "hit up" the pace with a will. But soon the point is reached where muscle can move no faster and all break down in laughter.

The ranks close up and the children on the outside are allowed to come in and line up with the others. The whole company is divided into squads under the leadership of teachers and some of the bigger boys. One of them brings out spades, shovels and rakes, and starts digging a jumping pit over in one corner of the yard. Another lot of youngsters goes into a class-room and is set to weaving baskets. Two squads go to the shops where they cane chairs, whittle out boats or make kites, while other groups are sent to the various pieces of apparatus, where they swing through the air on the flying rings, "skin the cat" on the horizontal bar, vault over leather-covered bucks, or make "giant strides" through the air with the help of ropes attached to a pivot-like post.

The "littlest" fellows flock to the sand-pile under an awning, where they bury their legs and bodies in white, dirtless sand, or they run on farther to the high wooden platform which stands nearby. Here they go up steps on one side and then on the other slide pell-mell down a broad, smooth wooden chute, entirely careless of skin or clothes.

The climbing ropes are sought out by one of the squads. There are several of these thick ropes hanging down from a high cross-bar, each having a bell so placed that it can be rung only by the boy who is successful in pulling himself clear up to the top. Other youngsters gather around the soft dirt which has been spaded up, leveled off and cleared of its stones and lumps, and presently they are engaged in a broad-jumping contest.

The liveliest time is had by the two squads whose turn it is to play basket-ball. One of the teachers acts as referee and every time a player trips or holds an opponent, or runs with the ball, his side is penalized and a shaping stroke is given to that plastic something in each boy's soul which in manhood will appear under the pompous name of "obedience to law," though it is still, what it always has been, merely "playing by the rules of the game."

As soon as a squad is through with one game or exercise it is moved on to another place where a new kind of fun awaits it. The boys who to-day are working in the shops will to-morrow have the right of way on the basket-ball field, while those who

SCHOOL PLAYGROUNDS

have been using the apparatus will be set to jumping or sprinting. The opening calisthenic exercises are also varied by periods of dumb-bell, Indian club or single-stick drill. Thus by rotation monotony is avoided and all of the children enjoy in a systematic way the whole list of play opportunities, and through skilled oversight each group is given that kind of exercise which is adapted to its stage of growth.

Over on the girls' side a lively time is also going on. Scattered all over the yard are little groups playing club tag, prisoners' base, volley ball, throwing the corn bag for height, or passing the basket-ball in a circle. In the kindergarten room successive classes come and listen to the ever-enthraling recital of the adventures of "Alice in Wonderland" or take a trip through the "Jungle" under the guidance of Kipling. Interspersed with the stories are such games as "How do you do, my partner?" and "Would you know how does the farmer?" Interesting times over peg-boards, sewing cards and chalk-drawings and merry enjoyment of such rythmical exercises as "Merry Little Fishes," "Bird's Nest," and "Song of the Loaf of Bread."

In another room there is a busy group of older girls playing at housekeeping. They sweep, dust, wash clothes, build fires and set dinner tables. The teacher plays with them and it is not work at all. But the place where the most fun is to be had is the spacious class-room from which all the benches and seats have been removed, where there is a piano in the corner, and the floor shines with many waxen polishings. The girls form in a double circle, partners facing each other; the music strikes up and their young limbs and bodies begin to move through the steps of the Danish Shoemaker's Dance. To wind up the thread they revolve their fists; to pull it tight they jerk the elbows back and forth, and then they polka lightly around the circle on their toes. The teacher dances with them, and her eyes sparkle and cheeks become flushed just like the others as together they trip through the "Ace of Diamonds," "Tarentella," "Highland Fling," "Bleking," and other dances imported from the merry-makings of Europe. Sometimes the girls dress in the bloomers, caps and costumes representing national colors which they have learned to make in the sewing classes, and to all the appeal of music and rhythmic motion there is added that of color and uniformity. Admission to the folk dancing classes is only obtained through

SCHOOL PLAYGROUNDS

faithfulness in the performance of some of the less attractive exercises set down in the playground program.

On the girls' side there is also a rotation of groups and all get a chance to enjoy the benefits of the various games and occupations. The teachers act simply as play-fellows and leaders. They exercise supervision to the end of securing wholesome expression and not repression of the budding natures under their charge. At five o'clock the games stop; utensils are put away; the grounds and rooms relieved of all litter, and teacher and pupils go home tired but happy.

PLAYGROUND ACTIVITIES.

A large part of the children in the New York school playgrounds are to be found in the kindergartens which are held usually on the ground floor of the building. Yankee, Russian Jew, Armenian and Italian boys and girls all sing the lullabies in the same tongue. In the sand bins they build remarkable subways and tunnels, while others busy themselves making paper toys. Sometimes the tales of the "Red Riding Hood" and the "Lion and the Mouse" are dramatized and the children applaud the actors with great élat.

Checkers and other quiet games are played in the same room with the library—the boys and girls alternating—and so great is the absorption of the players in their games that the readers are not disturbed. Of the various occupations afforded, basketry and caning are the most popular among the older pupils. Sometimes the girls bring their sewing from home, while in one of the yards a great deal of enjoyment was obtained in making scrap-books which were sent to the hospitals.

The shower baths connected with the school houses are thrown open from nine A. M. to ten P. M. and frequently children stand in line for hours waiting their turn at the baths in preference to the lively games on the playground. These baths were in many instances installed at a very slight cost. The principal simply placed a perforated shower or spray head on the end of a hose pipe, and the water drained away without doing any damage. The eagerness with which the children availed themselves of these privileges showed that cleanliness is just as contagious as the measles when the children are in a position to catch it.

SCHOOL PLAYGROUNDS

Regular periods in the playground program are devoted to learning and practising selected European peasant dances. These are offered to the boys as well as the girls but they are most popular with the latter. Music especially adapted to the various folk dances is provided and frequently there are spontaneous outbursts of song on the part of the dancers. In choosing those to be taught, emphasis is placed upon the simple elementary dances and games which are so characteristic of Scandinavian and Slavic life. Some of them have a gay, quick movement while others move in stately fashion and display dignity and grace. No occupation on the playground is so charming or more productive of an air of refinement than these delightful European peasant dances, and while accomplishing the same amount of muscular development as gymnastic drills, they are much better suited to hot weather.

About one out of five of the New York school playgrounds is set apart for the enjoyment of mothers and babies. No children over six years of age are admitted unless they are in charge of little tots, but of these youthful mothers there are many. One of the kindergartners attempted to sympathize with a little thing who was struggling under the burden of an unusually stodgy youngster. "Oh, no, he isn't heavy! I love to carry a baby," was the prompt reply.

Important members of the staff are the nurses, who co-operate with the Board of Health physicians and give much needed instruction on the proper feeding, bathing and clothing of infants. Remedies for simple ailments are prescribed and those needing more thorough medical aid are sent to clinics or floating hospitals. The ignorance of many of the mothers is appalling. One of them seriously objected to sending a little sufferer to the hospital because she was afraid the nurse would give him a bath! Sometimes small tubs, with the usual accessories, are supplied and mothers learn the possibilities of soap and water through the demonstration then and there of a sweet and clean baby.

Special attention to the needs of babies is more and more being given in the school playgrounds. In the most congested district of Cleveland a school yard has been provided with a small tent which is used as a day nursery by the mothers of the vicinity. There is a trained nurse in charge and the babies which are brought there have delightful days, sleeping in tiny, cool cots and enjoying expert attention.

SCHOOL PLAYGROUNDS

In connection with the New York playground activities mothers' meetings are frequently held in which talks are given upon such topics as "Cleanliness," "Food" and "Clothing." The meetings are often addressed by a physician and while most of the women are able to understand English, sometimes it is necessary to have an interpreter. At one school a Yiddish woman translated the speaker's remarks for the benefit of her friends.

Children who show symptoms of spinal curvature, wry-neck, round shoulders or any of the other deformities common to their age, are given extra attention. They are given exercises especially adapted to their bodily needs and in many cases remarkable improvement has resulted. At one of the schools a milk depot was established by the "Woman's Health Protective League," where a glass of sterilized milk and three sweet crackers were sold for two cents.

At the close of the afternoon's program the boys and girls line up in marching form. Recitations are then given or stories are told. One principal told in one term more than forty stories from Dickens, Thackeray, Dumas, Shakespeare, and the Arabian Nights.

New York playgrounds, like those of many other cities, have "White Wings Brigades," made up of boys who go around with push-carts gathering up and carrying off all rubbish and litter which have accumulated during the session.

THE DAILY PROGRAM.

New York Vacation Playground.

- 1.00 to 1.30—Assembly—Marching, Singing, Salute of the Flag,
Talk by the Principal.
- 1.30 to 2.30—Organized Games—Kindergarten, Gymnastic.
- 2.30 to 3.00—Organized Free Play.
- 3.00 to 4.00—Drills—Gymnastic, Military.
Folk Dancing, Apparatus Work.
Occupation Work—Raffia, Clay Modeling, Scrap
Books.
- 4.00 to 4.45—Organized Games—Kindergarten, Gymnastic.
- 4.45 to 5.15—Basket Ball, Athletics, Good Citizens' Club.
- 5.15 to 5.30—Dismissal—Marching, Singing.

SCHOOL PLAYGROUNDS

In Boston the children of the school playgrounds sometimes give a play like "Cinderella" and such tableaux as "The Sleeping Beauty" and "The Ringing of the Liberty Bell." They dance "Dainty Steps," a German dance, the "Ace of Diamonds" and the Grandmother dance. On one occasion a group of boys gave a dramatic portrayal of "The Signing of the Declaration of Independence."

There is a tendency in Boston to lay more emphasis upon athletics for the girls. Relay races, potato races and three-legged races already form a regular part of their program, and certain of the playgrounds are now being fitted up for their exclusive use. It is proposed to give them regular athletics and gymnastics just like the boys. The girls are to be given a medical examination and the exercises to be taken by each child will be prescribed in accordance with its needs.

Kite making forms a prominent feature in the Cleveland program. On one of the yards a kite club made 125 kites, showing fifteen different varieties. A flying contest was held and prizes were awarded for the best made, most unique and best flying kites.

At Buffalo, besides the usual games and sports, there are swimming classes, conducted by the director. The boys have to walk about two miles to the nearest swimming place. They meet three times a week and start out in a company of seventy-five to one hundred, carrying their swimming suits, water wings, and other paraphernalia. Several of the grounds in this city are equipped with cinder tracks and the boys get a great deal of practice in the sprints and distance running.

The tendency to insert hand-work in the playground program is very well illustrated at Cambridge. While the games are going on in one part of the yard, in other parts there are busy groups sewing cards in gay colors, or knitting and crocheting. Many dolls are dressed and scrap books are made. Even the boys eagerly learn to make waste paper baskets, flower-pot covers from wall paper and to weave mats on little frames. Dressing dolls and making dolls' furniture are most popular among the little girls. Recently the Gilbert American school dances were added to the list of activities taught, greatly to the delight of the girls who were permitted to enjoy them.

Cambridge, like many other cities, equips its school play-

SCHOOL PLAYGROUNDS

grounds with traveling libraries. These books are carefully selected from the public library and after being used in one yard are taken to another. Only children with clean hands and faces are permitted to take them home and keep them for a couple of nights. The books are usually returned in very good condition and few are lost during the session.

At Providence, Rhode Island, the playlets "Princess May" and "Snow White," were given during the summer and attracted large crowds both at the daily rehearsals and the final performance. The children were so delighted with the costumes of the various princesses and queens that the work of drilling them was both enjoyable and successful. In this city and Newark the playground boys have been organized as cadets and under the instruction of expert drill masters they have given very creditable military exhibitions.

In Los Angeles they have brass bands among the boys and girls. A gift of \$400 was made by a firm of architects with which the first instruments were purchased. The beginners use these until they can secure instruments of their own. The cost of the instruction is met by the young people.

In Pittsburgh, Cleveland and several other cities the morning and afternoon programs contain both play features and the indoor occupations which belong to the vacation school. In Pittsburgh there are several small playgrounds devoted particularly to little children. These are provided with some apparatus, shelter rooms and sand-piles and are in the charge of trained kindergarten.

Organized athletics play a prominent part in the playground work of those cities where it has reached its highest development. Because of their importance they are reserved for special discussion in a later chapter.

It has become quite the custom to bring the summer session to close with a public exhibition held usually in one of the large parks. In Newark there are thousands of mothers, fathers and young people who have come to look forward to the August afternoon when the school children will entertain them with Indian club drills, gymnastic feats, marching and folk dancing in gay costumes on the velvety sward of the beautiful Branch Brook Park. The close of the term in New York City is marked with public entertainments in each district, some in

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armories and others in large parks. The program consists in singing, athletic sports, calisthenics, drills and folk dances.

School playgrounds are usually open from 1.30 to 5.30 P. M., though the hours vary in the different cities. The term lasts usually from six to eight weeks, and begins about the middle of July. Most of the cities throw open their school yards only five days a week, keeping them shut on Saturdays, although in Seattle there are some grounds that are open every week day from seven in the morning until nine at night. In Rochester some of the playgrounds are open all the year round, and one of them on Sundays as well as week-days. In Buffalo the organized work goes on from May to November, while in the two grounds adjoining school houses, opportunity for using their facilities is afforded half the time throughout the winter.

In New York City the roofs of eleven public school buildings are thrown open from 7.30 to 10 o'clock every night except Sundays for eight weeks during the summer. For the boys, active games and gymnastics are provided under careful supervision, while on the girls' side there is an excellent band which plays for the dances arranged by the competent instructors always on hand to organize and promote fun. The average nightly attendance at each of these roof playgrounds is in the neighborhood of two thousand individuals and includes many adults as well as young people.

REPORT OF COMMITTEE ON RECREATION BUILDINGS FOR LARGE AND SMALL COMMUNITIES.*

The subject of this report might cover a very wide range and include the study of schools, municipal baths, libraries, and all other public buildings where recreation is provided. However, it has seemed more practical to limit the present report mainly to recreation buildings that are created in conjunction with public playgrounds. Preliminary to the discussion in hand, we

* Report given at Fourth Annual Congress of Playground Association of America, June 9, 1910.

Committee—Bessie D. Stoddart, Los Angeles, Cal., Chairman; Lafon Allen, Louisville, Ky.; Mrs. W. A. Callaway, Dallas, Tex.; Henry G. Foreman, Chicago, Ill.; Eugene S. Klein, St. Louis, Mo.; John Nolen, Cambridge, Mass.; Frederick Law Olmsted, Brookline, Mass.; Charles Mulford Robinson, Rochester, N. Y.; Willis I. Twitchell, Hartford, Conn.

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would particularly recommend the use of school buildings for recreational purposes. It may not yet be practical to reconstruct the older buildings to meet the wider demands, but more and more the schools should adapt themselves to the new public function of providing centers where the leisure hours of the people may be profitably spent.

When the first promoters of small breathing space for the younger children in crowded cities began their efforts, they surely could not foresee that the little leaven was to work so soon for the advantage of all; and that within a short time, communities large and small in various parts of the country would begin to take up the problem of providing means of recreation not only for the smaller citizens in the sandboxes and swings, but for the older, rougher boys, and the pale, listless girls, who longed for opportunity for expression in play, and, finally, for the young men and young women, and the fathers and mothers, until the family as a whole should be considered as a unit in the new function that the cities would assume.

With the growth of the idea that the community should be alive to its social needs and responsibilities has come the necessity for the recreation building directly connected with the playground, a place for use in bad weather and at night, and also for certain activities relating to the indoor world. While the ideal recreation plant is a combination playground and play building, still in certain sections of cities the high value of land may practically prohibit a playground. Here the recreation building by itself may fill a tremendous need, especially in sections largely populated by adults. Moreover, although the building may cover every inch of the valuable land, it may still provide the breathing space for the little children by means of the roof garden.

One valuable feature of the recreation building is that it may bring together under one roof public utilities that have been maintained separately, such as the public bath, the branch library, the station for district nurse and the hall for public lectures.

By this arrangement each one will reach a greater number of people, for those who come for one service will find the use of another. Moreover, there is a social element brought in by the gymnasium classes and by the clubs that may exist for musical, dramatic, manual or other work, and that will animate the whole building and hold the people's interest in all of its functions.

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Reports have been received from several cities concerning their playground recreation buildings. Other cities have replied that they have no recreation buildings *per se*, or that the playground buildings are for shelter and not designed for social purposes. There is no record covering the work of the various communities in this line, but the Committee, through a study of a few typical centers, has endeavored to show the general basis of the work.

CHICAGO.

All are more or less familiar with Chicago's great achievement in providing recreation centers. There we find the finest system of combined playgrounds and recreation buildings to be found anywhere in this country or in the world. At each center, building and grounds are harmoniously joined, while ornamental planting completes the landscape. The structures are substantial and of classic design. At Sherman Park, the group of buildings cost over \$160,000.

The buildings at the various grounds contain auditorium, club rooms, refectory, library, gymnasium for men and boys, gymnasium for women and girls, baths, locker rooms and dressing rooms. Usually an open-air plunge is connected with the structure. Every day and evening in the year thousands enjoy the benefits of one of these centers. The auditorium is used for lectures, entertainments, neighborhood parties and for any gathering other than one devoted to religious or political purposes. The club rooms are used for meetings of various organizations. The refectory furnishes a simple, wholesome menu at cost price. The library is fitted up as a branch of the public library. The gymnasiums are equipped with the best apparatus and provided with excellent teachers who give regular class work. The baths are provided with attendants, and in the plunge, swimming teachers give lessons to those who wish to learn to swim. All accommodations are free, except, of course, refectory service. These buildings, beautiful in design, always scrupulously clean, managed by an excellent corps of teachers and attendants, are a model and inspiration to every city of our land.

LOS ANGELES

In Los Angeles we find an example of what may be done in a smaller city where funds are limited. The work is under a special Playground Commission. Thus far there are three playgrounds

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open all the year round, each with its "club house," as its recreation building is called. Three new playgrounds will shortly be added, and these in time will also have club houses. The last club house constructed is particularly pleasing in appearance. It is of the plaster and half timber style of architecture, and cost about \$9,000. The interior finish is of pine throughout. The first floor contains showers and dressing rooms for boys and girls, a boys' workshop, call station for the district nurse and a large room which will be equipped with a double bowling alley. The second floor contains large club rooms, office, kitchen, and an auditorium 32 by 52 feet, with a large stage in connection. The auditorium is a beautiful room with windows on three sides, porch at one end, built-in book-cases and window-seats and a large, old-fashioned fireplace. The ceiling runs to a gable, leaving the beams exposed. By a simple device the room may be quickly cleared of chairs. Trucks may be pulled out from under the stage, filled with the sections of folding chairs and pushed back out of sight.

The club houses are used for varied social activities. Musical and dramatic organizations are popular, as are also classes in folk dancing and handicrafts and the Saturday evening course of lectures and entertainments. Club and neighborhood socials are frequent. A branch of the public library is open two afternoons and one evening a week.

To show the eagerness with which the club houses are welcomed, within a few weeks after the last house was opened, fifty women of the vicinity prepared a delightful housewarming in the shape of a banquet. One hundred and fifty men and women were present, including as guests ministers from neighborhood churches, principals from neighborhood schools and the Playground Commission. The adults of the community felt the privilege and responsibility of having this center do all it could for the upbuilding of that section of the city, and took this opportunity of announcing their interest and desire to coöperate.

In addition to the playground club houses there is a downtown building called a "recreation center," where the playground is small and of minor importance, and the main work lies indoors. This is larger than the club houses and more substantially built. It is of brick and plaster, built in the Spanish Renaissance style. It was built during the depression for about \$20,000, but could hardly be duplicated to-day for \$30,000. It has bowling alleys,

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baths, call station for district nurse, club rooms, kitchen and library. The main feature, however, is a large, fully equipped gymnasium. This may be used also for an auditorium and is provided with a large stage, which is ordinarily closed off with rolling doors for use as a club room.* A roof garden with splendid views of the city and mountains extends over part of the building. An artistic little five-room apartment for the manager's home completes the building.

One reason why the recreation center and club houses of Los Angeles are so successful in meeting the needs of the people is undoubtedly the residence feature. It is the policy of the Playground Department to provide a pretty bungalow residence at each playground for the director and his family. Where bungalows cannot yet be supplied, quarters in the club houses are used until separate residences may be built. A second bungalow residence is about to be erected at a cost of about \$3,000. It can well be seen how the directors and their families become a part of the neighborhood and exert a most helpful and unifying influence. In a large measure it is the settlement idea municipalized.

Volunteer helpers have also played an important part in making the social work successful.

PITTSBURGH.

Pittsburgh maintains an excellent system of recreation buildings in conjunction with her playgrounds. There are five such centers at present and a bond issue of \$500,000 will soon make possible a big extension of such facilities. The centers are paid for by the municipality, but are planned and managed by the Pittsburgh Playground Association.

The building at the Washington Park playground is one of the most complete. It provides the following features: gymnasium with stage, baths, plunge, woodwork room, domestic science room, room for day nursery, little children's play room, rooms for classes in arts and crafts, assembly and club rooms, and apartment for director in charge. The cost of the building was \$80,000. One may see the great variety of work that can be undertaken in such a center, and how the people of its vicinity must look to it for inspiration and guidance in many lines. The provision for a day nursery and for classes in domestic science are distinctive features and should commend themselves to other communities for adoption.

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ST. LOUIS.

In St. Louis we find the branch libraries and public baths dividing between them certain phases of indoor recreation work. An interesting plan is being adopted in St. Louis of grouping civic centers about small parks. Schools, libraries and parks will coöperate under this plan in providing recreation.

LOUISVILLE, KENTUCKY.

In Louisville, Kentucky a substantial recreation building has been erected in Central Park. This contains baths for boys and girls, a swimming pool and lockers. It is connected with two outdoor gymnasiums. The Recreation League manages the building and furnishes the employees in charge.

SAN FRANCISCO.

In San Francisco the Playground Commission anticipates erecting at each playground a building fully equipped for social uses, each building to contain gymnasium, club rooms, assembly room, library, lunch room, baths and swimming pool. The Commission is asking for \$30,000 to erect its first building.

In many cities we find splendid buildings erected for some particular line of social activity. Among these are the branch libraries, the public baths and the public gymnasiums. New York is particularly blessed with a number of such specialized recreation buildings. Philadelphia has her notable Children's Playhouse in Fairmount Park (a private gift), also numerous public baths. Boston has a unique and splendid system of combined baths and gymnasiums for her different wards, and also her indoor gymnasiums connected with playgrounds. There is need for reports along all these special lines of municipal endeavor.

PUBLIC SCHOOL BUILDINGS.

The question of the schools as related to indoor recreation is most important and should be the subject of an exhaustive report. What certain schools have done in this line and what can be done by the rank and file of schools is a vital issue. Attention should be given to such matters as the following: how the buildings may be adapted to social uses; how the recreational work may be administered in connection with the regular school work; how backward boards of trustees and school depart-

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ments may be brought to realize that here lies a new and great opportunity to educate the whole people into a higher social relationship. Such study should not be confined to the city schools. The possibilities of the village school, the rural school, and particularly the union high school in forming social and cultural centers should also be investigated.

SEMIPUBLIC RECREATION BUILDINGS.

The question of certain types of semipublic recreation buildings is another interesting phase of the general subject. To the social settlement we owe in a great measure the development of the municipal social center. In the larger cities we have splendid recreational facilities offered the public by the well equipped, well managed settlement houses. The future relationship of the settlement to the municipal recreation plant is a subject worthy of thought. May not settlement groups perform a great service by living close to municipal centers, particularly in the crowded and foreign quarters of cities? Without attempting the enormous expense of operating a recreation plant of their own, they may introduce the people to the public advantages at hand, and may enter into the social life of the city plant as heartily as if it were their own; they may also help to keep the city plant ever up to high ideals, and not let it fall into careless ways as publicly managed affairs are prone to do in time; they may still carry on their work of inspiring social reform, a work that must come from private initiative and that the municipal center can not take over.

The institutional church is also a part of the great semipublic movement to give indoor recreation. The People's Palace in Jersey City, the Brick Church of Rochester, and many similar places demonstrate what the church has done and is doing to supply the social needs of man.

Then there is the mighty work of the Young Men's Christian Associations and of the Young Women's Christian Associations that comes under the semipublic head. They, too, have helped to inspire the creation of the public centers.

ESSENTIAL FACTOR.

But, to return to the limited field of the present report, what is most essential in order that the greatest amount of good may be derived from the playground recreation building?

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Unquestionably, just as in schools, colleges, institutions and churches, by far the most essential factor is that the best obtainable people shall be in charge. The most elaborate equipment can accomplish little by itself. It needs the helpful influence that the right men and the right women are able to exert. These men and women are in a position of peculiar power, directing as they do people's leisure hours, the time when character takes its stamp more than in working hours. Moreover, the best directors may so organize the communities that surround their centers as to make the members mutually helpful. Again, they are able to secure and direct the energies of a large number of valuable volunteer helpers who will gladly give their services in many branches of the social work. The salaries of these men and women directors should be commensurate with the high class of work expected. They should be considered as educators, not as caretakers, and the recompense should be equal to that received in the educational department for similar difficult work involving organization and administration.

RECREATION BUILDINGS IN RURAL COMMUNITIES.

We are prone to think of the playground recreation building as belonging to crowded cities, and of course it is more greatly needed there than elsewhere. But the smaller towns and the rural communities also have a vast need for them. Perhaps the young men and young women of the countrysides would not flock so eagerly to the cities if these social centers were established, for such centers would relieve the isolation of their lives and give the young people opportunities for coöperation that they crave.

In the village of Kentfield, near San Francisco, there has recently been opened a playground of twenty-nine acres equipped with a beautiful and substantial recreation building costing \$20,000. This building contains a well-staged auditorium of ample size, club rooms, kitchen and shop for manual work. A man qualified by training and experience is in charge. He makes it his study how best to organize for mutual help and inspiration the people of the countryside who come for miles to this center. The place is the gift of the Kent family, but in time it is planned to have it supported wholly by the community. This center should be an inspiration to all other villages. Although Kent-

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field numbers but four hundred, the center is available to four thousand people of the countryside.

SUGGESTIONS.

For cities that lack playground commissions or associations and yet may contemplate the installation of recreation buildings, it has been suggested that the various city departments, such as school, park, library and health boards unite with the civic clubs in developing the idea.

It has also been suggested that those who must direct such movements first visit cities where experiment has already been made so as to profit by the mistakes as well as the successes of others.

A third suggestion emphasizes the need of consideration of landscape. It is not enough that the building be of good architecture. It should be wedded to the grounds by a general scheme. Ornamental planting should break the harsh lines between building and playground and make the effect of the whole harmonious.

The public recreation building is still in its infancy, but in the next decade we may look for a vast advance. Playgrounds will undoubtedly receive more and more support, so that buildings may be added to complete their work. In the desire for the larger plant, however, the necessity for the frequent breathing spaces for the little children who can not go far from home should not be forgotten. They are necessary for life, health and morals. But besides these, every here and there, the cities will gradually provide the complete recreation centers. The public will discern more and more clearly how these centers refine the taste of the people, unite families in their pleasures and promote social relationships. They may become important factors in promoting dramatic and musical work among the people. One of the best features of these centers is that they give opportunity for volunteer service. Thus, although the movement has become municipalized, the spirit and helpfulness that come from private initiative are not lost. In fact, the recreation building will take its place with the public school as a considerable factor in promoting the growth of democracy.

BESSIE D. STODDART,
Chairman.

DISCUSSION OF THE REPORT OF THE COMMITTEE ON RECREATION BUILDINGS FOR LARGE AND SMALL COMMUNITIES.*

Dr. Edward W. Stitt, District Superintendent of Schools, and Superintendent of Recreation Centers, Vacation Schools and Playgrounds, New York City, pointed out the expense of securing land in large cities for recreation buildings and advocated the use of school buildings as recreation centers. Mrs. Edwin Moulton, Chairman Civics Committee, General Federation of Women's Clubs, Warren, Ohio, also urged the larger use of school buildings as recreation centers. Mr. Clarence A. Perry, of the Department of Child Hygiene of the Russell Sage Foundation, who is making a special study of the wider use of school buildings, suggested that the further use of school buildings as recreation centers would mean better school buildings, properly equipped for recreation purposes.

Mr. Sidney A. Teller, Manager of West Park No. 2, Union Park, Chi-

cago, Illinois, pointed out that a field house in Chicago had been used for graduation exercises and that a neighboring school building in turn had been used for recreation purposes. Dr. Henry S. Curtis suggested that in small communities the village improvement buildings be also used as recreation buildings. The general feeling of those present at the conference seemed to be that in cities school buildings should be used as far as possible as recreation buildings; that in many villages the village improvement buildings could be used as recreation buildings.



BESSIE D. STODDART.
Secretary of the Department of Playgrounds, Los Angeles, Cal., Chairman of the Committee on Recreation Buildings for Large and Small Communities.

* Fourth Annual Congress of Playground Association of America, June 9, 1910.

BROOKLINE MUNICIPAL GYMNASIUM



THE BROOKLINE MUNICIPAL GYMNASIUM

THE BROOKLINE MUNICIPAL GYMNASIUM.

By CHARLES B. FLOYD.

Brookline, Massachusetts, has recently erected a gymnasium, connected with and administered in conjunction with the famous natatorium of the town, at a cost of about one hundred and fifty thousand dollars. The use of this magnificent establishment is free to all residents of the town, and is open to non-residents upon the payment of ten dollars. The object is to provide a center where all may meet for general physical exercise and games, when opportunity is given to acquire an appreciation of the relation between health, right living, and physical training. Individual differences are dropped; good fellowship and friendliness prevail; and relaxation from business and home cares is found in gymnastic work. So popular and profitable has this work become that in the second year of its existence one person out of every twenty-five living within the town was enrolled and attended some class in the gymnasium.

While competitive sports are encouraged and many brilliant individual performers in running, wrestling, swimming, weight-

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throwing and jumping have been developed, the idea of star specialists gives way to development of all-round proficiency. With this end in view members of the gymnasium are first required to exercise in some regular class, after which they may take up any particular form of competitive sport that appeals to them.

The gymnasium structure is one of a number of public buildings grouped around a large and well-equipped playground which has been the recognized meeting place for ball games and band concerts since the early days of the town. In the vicinity are the High School, the Manual Training School, and the Natatorium.

The building, T-shape in construction, is of red brick, with window trimmings, cornice and gable front of light terra cotta; it has a slate roof. The interior is of pointed brick, with heavy plank floors. At the left of the entrance are the superintendent's office, the store-room, a lavatory and apparatus room, and the meeting room of the Brookline Gymnasium Athletic Association. At the right are the waiting room, the office of the director, the men's examination room, and the dressing room of the instructors. Facing the entrance is the large gymnasium. This is seventy-one feet four inches wide, one hundred feet eight inches long, twenty-five feet high on the side walls and forty-five feet in the middle. Twelve feet above the floor is a gallery, eight feet wide, on which has been laid out a modern running track, twenty laps to the mile. Raised platforms, with railings and chairs for visitors are situated in the corner. In the end corners are two fire exits. Light and ventilation are supplied by twelve large windows and skylights.

A small gymnasium for women, thirty-four feet eight inches wide, seventy-four feet long and twenty-one feet high, is located on the second floor. Adjoining it are a resting room, the office of the woman instructor, the women's examination room, dressing rooms, lockers and baths—in all forty-nine dressing rooms, three hundred and fifty lockers and ten shower baths. An attic above is used for special work.

In the basement under the main gymnasium are two large rooms. The east room is used for men's lockers, and has dressing rooms and shower baths attached. The west room is given over to the track team of the High School and Brookline Gymnasium Athletic Association. This Athletic Association

BROOKLINE MUNICIPAL GYMNASIUM

is a self-supporting organization, which admits to its membership only amateur athletes, and exists for the purpose of aiding, encouraging and managing all lines of competitive sport. In the two years since its formation it has produced two junior national champions in field and track sports, five New England champions, a championship cross country team, besides a number of athletes of local fame. It has about three hundred members divided equally between juniors and seniors.

Most of the work given at the gymnasium is light. The work is designed especially to produce accuracy of movement, and a sense of rhythm and balance. Proper position is continually insisted upon; and exercises are given to correct faulty conditions. To assure each member that the exercises may be taken with safety and profit a medical examination is strongly advised, and is given by the staff of medical examiners. In order to give stimulus to the work, both gymnasiums are provided with fine pianos and competent pianists. For the convenience of patrons the superintendent has on sale wrestling and fencing outfits, gymnasium suits, bathing caps and shoes. Thus the classes present a uniform and orderly appearance.

Boys and girls who wish to join the gymnasium classes are required to have their application blanks signed by parent or guardian, after which a membership card with a class number is issued. Adults also file application blanks and are assigned class numbers. The classes are arranged for the normal individual. The women's and boys' classes occupy the building in the morning and early afternoon, business men's and boys' later in the day, and young men's and young women's in the evening. This arrangement keeps the building constantly in use by either men or women.

On Thursday and Saturday nights one of the rooms, which is fitted up with an eighteen-foot ring, is patronized by wrestling and boxing teams. In the small gymnasium the handball courts are always in use. A game of basket ball will invariably be found in progress. The track is monopolized by the track and cross country teams. The larger gymnasium constantly presents an interesting spectacle with the tumbling and gymnastic teams at work.

Classes are open to the public during the last three days of each month. In addition to the special performances given

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by the swimming club in the natatorium and the Athletic Association in the gymnasium for their own benefit, two public exhibitions are held annually. At the last public demonstration, over a thousand members participated in the events. The audience numbered more than fifteen hundred.

When the weather permits, work is done out-of-doors. The grounds in the rear and at the sides of the gymnasium and natatorium have been laid out with a short cinder track and jumping pits, and are equipped with gymnastic apparatus. They are lighted by arc lights. The work during the day and evening is carried on vigorously, and even during the warmest summer nights, the track, gymnastic and cross country team members may be seen hard at work. Agitation is heard on all sides in favor of an enclosed athletic field.

Brookline is to be congratulated upon her foresight and courage in being among the pioneers in making provision for a municipal gymnasium and natatorium. She has realized her responsibilities in setting over the door posts of the natatorium a tablet supported by dolphins, bearing the inscription, "THE HEALTH OF THE PEOPLE, THE BEGINNING OF HAPPINESS."

CAMPS FOR PLAYGROUND GIRLS.

MAY C. SICKMON,

Director, Bird Avenue Playground, Buffalo, N. Y.

The rapidity with which athletic camps for girls have multiplied within the past few years is a telling argument in their favor. They are maintained in most cases for the recuperation of the society girl, and the cost per person runs anywhere from fifteen to fifty dollars per week.

If such camps are deemed the best mode of repairing the health of their daughters by parents who have all modes at their disposal, it seems to us that camps of this character would also be of benefit to schoolgirls, working girls and all other girls. The point then is to bring the benefits within their means.

In August, 1908, an experiment was made with this end in view. Twelve girls from the Bird Avenue playground of Buffalo went into camp on Grand Island, near Electric Beach. They were able to keep their expenses down to two dollars and

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twenty-five cents apiece. The kindness of the managers of Electric Beach in extending to the camp various privileges, which added greatly to the enjoyment of the campers, was a large factor in inducing them to return to the same place the following year. The grove is not very populous in the early part of the day, and the use of the piano and large dancing pavilion was granted every morning for gymnastic purposes.

The report of the camp for 1909 is as follows:

Two weeks of freedom, two weeks of hard work, two weeks of pleasure. This was the program set for the Bird Avenue playground girls on August second. They were given the use of three rooms in a cottage. In addition to this there were four tents for sleeping and one tent to shelter the cooking utensils. The supplies were kept in the house.

During the first week there were fourteen regular campers, and during the second week, twenty-four. There were besides many visitors, scarcely a day passing that did not bring fathers, mothers, sisters and brothers to see what the girls were doing. On one Saturday the directress of the Glenwood Avenue playground arrived with four of the Glenwood Avenue girls to stay over Sunday.

Every bit of the work of the camp was done by the girls. They were divided into three committees, each committee being responsible for one meal a day. The cooking was done out-of-doors on two brick stoves built by playground boys who had gone on ahead and pitched the tents. The chairmen for the committees were chosen from among the stay-at-home girls who understood housework; under them were put the schoolgirls and working girls. Fortunately there were some good cooks in the crowd, and the others obeyed orders and learned many things.

Each morning it was the duty of somebody to go to the neighboring farmhouse for milk and eggs. Somebody had to take the wheelbarrow and go for ice. Somebody else had to take the little express wagon and go for a load of wood.

The only expenses which the girls were called upon to meet were the actual cost of provisions, which was two dollars per week, and the boat fare of twenty-five cents.

There was some new pleasure in store for each day, launch rides, roasts on the beach before the camp, long walks along country roads, and good bathing. Many girls learned to swim a



W. A. Staples, Department of Health, Buffalo, N. Y.

GIRLS' CAMP AT BREAKFAST

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little. Most of them knocked off two or three years and added two or three pounds.

The experiences of the two weeks tend to recommend the establishment of a permanent camp to be maintained throughout the summer to which boys and girls can be sent from all the playgrounds for a stay of a week or two.

For many girls the camp offers the only opportunity to get out of town during the summer, to lie under a tree and look at the sky, to find out what a sunset looks like, to learn the difference between the moon and an electric light. It gives them an opportunity to observe other girls at close range, to know them, to see their faults, and avoid them; to see their virtues, and imitate them; to know what really counts and makes a girl worth while; to estimate her not by the number of puffs on the back of her head, but by her ability to bend over a heaping dishpan and continue to look pleasant.

BUSINESS GIRLS.

THE VACATION PROBLEM.

FLORENCE M. BROWN,

General Secretary Y. W. C. A., Washington, D. C.

Twenty-five thousand of the forty thousand business girls in the National Capital live away from home. What can be done to give them a larger recreational opportunity is a problem which the Washington Young Women's Christian Association is facing. The Association knows that many of them receive small wages, and cannot afford a vacation that involves much expense.

Club-house parties have been organized. For the first one a public spirited citizen placed his country house, with its one hundred acres, at the disposal of the girls. To-day the Association owns a half acre of this land, ideally located amid trees on a knoll, near woods, within thirty minutes from Washington on a five cent car line, and only a mile from the Potomac.

One hundred business girls have together raised \$3,800 of the \$6,300 needed for a club house. The house is to have

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a sleeping porch with space for the single beds. No trouble has been spared to help the business girls of Washington to have an opportunity for wholesome recreation during the vacation time. Their abiding and walking together in the country places have been most effectual in promoting the development of the girls, socially, physically and spiritually.

REPORT OF THE PUBLIC PLAYGROUNDS COMMISSION OF PHILADELPHIA.

On May 27, 1909, the Mayor of Philadelphia appointed a Commission of five to study the situation in Philadelphia, and to report what should be done to provide proper facilities for public recreation. The Commission has recently submitted its report after an extended study of playgrounds, field houses and recreation grounds in many leading cities of the United States. The following are the chief points in the report of the Commission:

I. A SEPARATE MUNICIPAL BODY TO CREATE AND CONTROL A RECREATION SYSTEM.

"Your Commission is clearly and firmly convinced that the best results can ultimately be obtained only by the creation and maintenance of a separate and distinct system of public playgrounds, recreation centres and related activities, directed and controlled independently of any existing department or bureau of the city government. Under existing laws this is impossible at present, and your Commission therefore recommends that a bill be introduced and pressed to passage in the next session of the legislature of Pennsylvania, looking to the creation of a municipal body to organize, direct and control such a recreation system."

II. METHOD FOR IMMEDIATE CREATION AND MANAGEMENT OF PLAYGROUNDS AND RECREATION CENTRES.

"In the meantime, however, an effective beginning should be made in municipal playgrounds, and your Commission offers this method for their immediate creation and management, and submits plans for specific types of playgrounds and recreation centres."

PHILADELPHIA PLAYGROUNDS COMMISSION

(A) PLAYGROUNDS COMMITTEE APPOINTED BY THE MAYOR.

"That Councils, if the plan meets their approval, should pass an ordinance empowering the Mayor to develop and manage municipal playgrounds and recreation centres through a Playgrounds Committee of seven members, appointed by him, of which he shall be a member.

"The members of the Playgrounds Committee should serve without salary and for terms of office to be determined by the Mayor or until such time as the necessary legislative action is secured, creating a municipal body to organize, direct and control a recreation system."

(B) ORGANIZATION AND DUTIES OF THE PLAYGROUNDS COMMITTEE.

"The Playgrounds Committee should make rules for the conduct of playgrounds and recreation centres, and should plan a complete system for the city; employees to qualify under the Civil Service Commission. The cost of playground development should be made from permanent loans, and cost of running expenses to be made from appropriations."

(C) BEGINNING A RECREATION SYSTEM.

"Commission should control municipal playgrounds, municipal recreation centres, play spaces or recreation facilities donated to the city, city squares, and other city properties suitable for recreation purposes, municipal floating baths, and bathing beaches."

(D) ADDITIONAL CONSTITUENT PARTS OF A UNIFIED RECREATION SYSTEM.

"After the necessary legislation is obtained the activities of the Commission should also include the administration of recreation piers, municipal bath houses, and gymnasia."

III. RELATIONS OF THE PLAYGROUNDS COMMITTEE TO THE BOARD OF PUBLIC EDUCATION AND TO THE COMMISSIONERS OF FAIRMOUNT PARK.

"Your Commission therefore recommends that the Board of Public Education should continue to operate its summer playgrounds upon school property and extend its playground

PHILADELPHIA PLAYGROUNDS COMMISSION

activities in connection with the public schools to the fullest extent its finances will permit.

"Your Commission recommends that the Commissioners of Fairmount Park be given free scope to develop the parks under their control, and that the Playgrounds Committee should act wholly in an advisory capacity in its relation with them."

A PHYSICAL EDUCATION FELLOWSHIP.

Clark W. Hetherington has resigned his position as professor of physical training and director of the gymnasium and of athletics at the University of Missouri, to accept a fellowship for the promotion of physical education. Professor Hetherington is chairman of the Committee on Normal Course in Play



Prof. CLARK W. HETHERINGTON.

of the Playground Association of America. The report of this Committee has been received with much enthusiasm by the educators of the country and the material contained in the report is being widely used.

Under a special endowment for the promotion of physical education, Professor Hetherington will undertake to interest

PHYSICAL EDUCATION FELLOWSHIP

colleges, normal schools, high schools and physical educational societies to an even greater extent than at present, in education through play; to encourage athletics which shall mean opportunity for all students, not alone for the star players; to foster the idea that athletic instructors should be trained educators.

Professor Hetherington, during ten years' service as professor of physical training in the University of Missouri, has rendered distinguished service, not only to the University but to the entire State. By earnest state-wide campaigns athletic contests have been organized as educational forces for all the students, irrespective of the student's skill to play for the spectators. Play has been for the students and not for the spectators, that the students might keep in condition for efficient work, overcome physical defects, and form habits which would insure greater physical efficiency throughout life.

BOOK REVIEWS.

THE JUNIOR REPUBLIC; ITS HISTORY AND IDEALS.*

Reviewed by JEREMIAH W. JENKS.

This little book, giving an account of the origin and development of the George Junior Republic at Freeville, N. Y., is one of the most entertaining as well as suggestive and fundamentally philosophical of the late books on social science. The introduction by Mr. Osborne, who for a number of years has been the president of the corporation that looks after the funds and general management of the Republic, gives one some hint of the real significance of the movement from the social point of view indicating briefly the way in which this same idea, the fundamental idea of democracy, may perhaps in the future be wisely extended not only into reformatories and prisons, but also into our public schools until they shall become far more than now training places for citizenship. This seems to sum up very well the real significance of the work.

On the other hand, the book itself, written by Mr. George in the delightful, chatty, informal way in which the author

* *The Junior Republic; Its History and Ideals.* By William R. George. With an introduction by Thomas M. Osborne. Illustrated. D. Appleton & Company, New York and London, 1910. \$1.50. pp. XV and 326.

BOOK REVIEWS

speaks in public and private, shows us how these various ideas first came to Mr. George, then how they developed in actual practice with the boys and girls. The Republic started in the first place practically as an experiment in taking city boys into the country for a sort of fresh air vacation. The difficulties of controlling the boys, of keeping them from stealing apples and other country products which lay at hand, and particularly of keeping them from intensifying the pauper instinct, already too well developed in many of them, by begging for clothing and other supplies which they might take back home with them on their return to the city, led Mr. George gradually to view that they ought to be given nothing that they did not earn by labor. The effort to inculcate in the boys the desire for labor and the teaching thoroughly the lesson that they really would appreciate more and enjoy better things which they had earned than those which had been given them, furnishes much entertaining matter. The gradual evolution of a civil service system, of women's suffrage, of a tariff system, as well as eventually of a reasonably complete police, educational and industrial system, is brought out most entertainingly by the writer with a detailed account of the personal incidents leading to the adoption of each one of these various provisions of law, and the way in which the citizens themselves were led to solve their own difficulties.

One rarely sees a so-called scientific treatise on government which so surely strikes home to the fundamental facts of human nature on which government is based as does this little book so filled with stories. Moreover, one still more rarely reads a book which is so infused with the cheery, humorous, wise and lovable personality of the author as is this book, for very few books have authors that possess such a personality. One can see from the personality of the author reflected in the book itself how he could be the founder of such an institution, the originator and promulgator of an idea that is so essentially sound in its relations to boy and girl nature and to pedagogical principles in general that it is bound to work its way into many of our social institutions.

The book is to be commended most heartily not only for its entertaining qualities, but also for the sound principles of teaching of politics and of social science that therein find expression.

BOOK REVIEWS

THE GIRL FROM VERMONT.*

Reviewed by ANNA L. VON DER OSTEN.

"The Girl from Vermont," the story of a vacation school teacher, deserves mention because of being perhaps the first English novel that centers about the playground. It is essentially a plea for the rights of childhood—a place to play—and also touches upon such other social phenomena as child labor and child abuse.

A love story runs throughout, but there can be no doubt of the real motive of the author—to further the present interest in playground work. This is attempted throughout. The prologue gives a brief sketch of the growth of the movement within the past few years. Among other references there are such as the following:

"If children are allowed to play in the streets, their first lesson is one of disobedience to municipal law. The street is for grown people. The child cannot play games, cannot coast, cannot skate nor slide in winter. The storekeepers hate him, the policeman drives him on, and he takes refuge in holes and corners where vicious idling goes on."

There are nine photographic illustrations of children on the playground or of street urchins who should be on the playground. The book is dedicated jointly to the Playground Association of America and the National Child Labor Committee.

RURAL MANHOOD.*

The readers of *THE PLAYGROUND* will be intensely interested in "Rural Manhood." Hardly a page in the April number but what contains some reference to the play problem of rural districts. "Rural Manhood" is aiding the modern recreation and social movement in most efficient ways.

*"The Girl from Vermont," by Marshall Saunders. The Griffith & Rowland Press, Philadelphia, Pa., 1910. Price, \$1.25.

* Published by the International Committee of Young Men's Christian Associations, New York City. Subscription price, fifty cents. Single copies, five cents.

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September, 1910

The Playground

Activities for Girls and
Boys on the Playground.



Photo by L. W. Hine

A LONELY CHILD MEANS A LONELY LIFE

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The Playground

Published Monthly by the

PLAYGROUND ASSOCIATION OF AMERICA

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PURPOSE:

To promote normal wholesome play and public recreation

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National Child Labor Committee.

Photo. by L. W. Hine.

GIRLS FROM A GEORGIA COTTON MILL.



Association House Settlement, Chicago, Ill.

Photo. by L. W. Hine.

A GIRLS' BASKET BALL TEAM.

ARE TEAM GAMES GOOD FOR GIRLS?

REPORT OF THE COMMITTEE ON ACTIVITIES FOR GIRLS*

The Committee on Activities for Girls was formed in response to insistent requests that the special girl problem which is assuming serious phases in some cities, be given special consideration.

In order that widely different viewpoints might be represented the members were chosen from five large cities and two smaller ones. The membership is representative in its relation to playgrounds and to work among girls. Three members superintend large playground systems, two have experience in college athletics for girls, two have made independent studies bearing upon the subject of plays and games, two are familiar with the delinquent girl and her problems, one is director of physical training in a girls' high school, one a settlement worker, one director of a guild of play and two have eight years' practical playground experience to guide them. Owing to the method of selection it was out of the question for the members to meet frequently for consultation, but the chairman has been able to confer with groups of the members in three cities and has sent two circular letters outlining the plan of the report, receiving helpful replies from all but three. We therefore have confidence that this final draft expresses the convictions of the Committee with such minor differences of opinion as may be shown in the body of the report. The Committee could not depend on a mere co-ordination of the activities now existing on girls' playgrounds for these have lacked organization and direction. It also resisted the temptation to take the conventional field of boys' play and remake it with modifications. A third course remained which seemed more promising: first, to analyze the normal play life of a girl as shown under the most favorable and free conditions, then to discover by a questionnaire what forms of play the playground girl now has, and lastly to suggest more varied and consistent activities for girls so far as playground limitations will permit. Under the general title a "Play Program" the analysis of girls' play was

* Report given at the Fourth Annual Congress of Playground Association of America, June 9, 1910.

Committee.—Beulah Kennard, Pittsburgh, Pa., Chairman; Howard Bradstreet, New York City; Anna L. Brown, M.D., New York City; Frances G. Curtis, Boston, Mass.; E. B. De Groot, Chicago, Ill.; Gertrude Dudley, Chicago, Ill.; Evelyn Egbert, Pittsburgh, Pa.; Mrs. Martha P. Falconer, Philadelphia, Pa.; Mrs. W. E. Hocking, New Haven, Conn.; George E. Johnson, Pittsburgh, Pa.; Frances A. Kellor, New York City; Helen H. McKinstry, Springfield, Mass.; Maude E. Miner, New York City; Annie E. Nicholls, Chicago, Ill.; Joseph E. Raycroft, M.D., Chicago, Ill.; Mrs. Frank M. Roessing, Pittsburgh, Pa.; Madeline Stevens, New York City.

ACTIVITIES FOR GIRLS

made very comprehensive. Two members of the committee believe that some of the activities should not be called "play," but the difference of opinion seems to be only as to name. If we define play as "Activity, spontaneous, joyous, imitative, constructive, creative, dramatic activity, the freest and most perfect form of self expression," we may remove the difficulty. Recreation may be passive, but play cannot be. By digging deeply we shall find still another etymological suggestion. Play has the same root, *plegan*, as the word pledge, a promise: In its most intimate sense it is the pledge, the foreshadowing of our many-sided human life for which the child is molding its soul. Upon the variety and content of the child's play life depends much which we have not been wont to consider in relation to it and the restricted play life of girls is responsible for many and serious defects in adult life.

The "Play Program" as it took form under the hands of the committee was seen to have five general divisions:

- 1st. Simple motor play.
- 2d. Social plays.—Competitive and co-operative.
- 3d. Creative plays.—Constructive and art.
- 4th. Imitative plays.—Drama and dancing (also motor play).
- 5th. Curiosity and Nurture.—Investigation, specimen collecting, care of pets, gardening, nature study.

Under motor play is included: Running, jumping, sliding, climbing, giant stride, swinging, skating and swimming. Girls have too little motor play, even in early childhood, and the lack of fundamental motor training after the age of nine is disastrously shown by their lack of inhibition, coördination and motor control shown by older girls.

The social plays include:

Ring games for children from four to eight.

Competitive games: Races, tag games, chasing, hunting and throwing, ball and bean bag games.

Line games: as hill dill, London Bridge.

Co-operative: as prisoner's base, relay racing.

Ball games: Medicine, captain, dodge, battle, volley, corner, basket and indoor baseball.

The simplest form of social play is the only one known to many girls on our playgrounds. The ring game should gradually be replaced at eight or nine years with active competitions and these later by the co-operative games. The social plays of early childhood

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are not clearly defined as competitive or co-operative, but there is more imitation and simple co-operation than competition. But at eight or nine the girl should have reached the period of self assertion and needs competitive play to secure the self confidence, skill and muscular control necessary for team play and for life. Yet this is the age most neglected.

At twelve or thirteen the awakened social spirit calls for co-operation. Unfortunately the social spirit in girls is not always awakened at this or any age. Where and how can it be roused, if not on the playground? The fact that girls' team work is now so crude and so lacking in grace and dignity is due to the lack of proper safeguards, ideals and leadership. In her book on "Athletics in the Education of Women," Miss Kellor has well said:

"It is idle to urge that athletics be used for their educational value unless they are under the supervision of teachers who are intelligent enough to understand their full significance, well trained enough to teach principles which make a clean, accurate game and strong enough to exemplify such principles on the field."

Creative and constructive play is apt to be the least playful of all the girls' activities on or off the playground because it has been so often abused. The creative interest in girls has almost from primitive times been exploited for useful ends too early in her development. The many opportunities for home industries to profit by the girl's love for making things has dwarfed her creative imagination by confining it to activities which may be immediately useful. This is peculiarly true of needlework, which is the most common form of handwork introduced into our playgrounds. Sewing is so associated with real clothes which may be mended or even made by little hands that at best it is only contented drudgery with no fun in it. The normally active girl considers sewing a task, and under present conditions this is a true description of it even on the playground. When girls show a feverish energy in sewing or a stubborn desire to continue their work rather than to join in the games it is a danger signal showing arrested development in the girl or some pressure at home which her childish shoulders should not need to carry into the playground. Yet sewing has a legitimate place in constructive play. Little maids love to make doll's clothes and needlework in the form of embroidery, crocheting and design inspires a lively interest and enthusiasm. Millinery is a by-product of needlework which is also interesting and might become intelligent

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and artistic in time. Domestic science as creative play begins when the child plays "house" with her dolls and her little friends in trailing dresses and very grown up manners. The steps from this play housekeeping in the nursery corner to the housekeeping which has real fire for cooking and real rooms to be cleaned and arranged may be made so gentle and so easy that the older girl will keep her spontaneous interest and make her work a pleasure.

But constructive play also includes many forms of hand work which give expression to that intense love of beautiful form and color which in some children is almost painful. Dancing and dramatic action are only varieties of expression for this instinct for rhythm and beautiful form. Dancing is symbolic and suggestive dramatic action. The more direct forms naturally develop from the imitative plays of little children to whom even every day events have a dramatic interest. Such games as "I went to see Miss Jenny Jones" show how eager this interest is. Dramatized stories, children's plays and pantomimes have very great value in developing and disciplining the imagination and open some girls' minds as no other kind of play can.

The two impulses which we have called "investigation and nurture" are among the most spontaneous and vital of all the activities of a strong mind. Two of the lasting play interests of life are curiosity which makes it a "Great Adventure," and philanthropy which makes it a "Great Romance." In childhood these have their childish forms and their later development depends very much upon the natural expression of them in the study of nature, tramping, making collections, gardening and caring for pets. As the child reaches out after the new and strange and then makes it her own by the only true method of giving herself to it and caring for it she is ever enlarging her vision and her sympathies toward the universal.

Girls have less of the spirit of adventure than boys, but they have more of the spirit of romance. They can enter sympathetically into all that is noble, self-sacrificing and heroic. Let us see to it that they have adequate and generous avenues of expression for this ideality.

In this study of the girl's play life we seem to have introduced strangely incongruous ideas with a kittenish pleasure in mere motion on one side and a lofty altruistic spirit on the other. Yet both of these and all the other impulses are found in every little girl's heart. Romping and social play, imitation of others, drama-

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tization, creative activity, curiosity and benevolence are the child's instincts for society, for industry, for art, for science, religion and philanthropy. If they do not have normal and free development they become atrophied or perverted. How can we expect the flower of a noble womanhood from a plant half of whose roots are withered and dead?

REPORT ON THE QUESTIONNAIRE

Since the girls are not finding opportunities for adequate and varied play at home we have tried to see what provision city and town playgrounds have made for them. In order to obtain the facts about girls' play a questionnaire was sent to over three hundred places reporting playground activity. One hundred and three answers were received. These have been analyzed and classified with interesting results. Five of the cities having exceptionally well established playground systems have failed to reply. These are Chicago, Boston, Philadelphia, Rochester and the metropolitan system of New York. The Playground Association of the latter city has answered for the privately conducted playgrounds. The chairman of this committee is familiar with the work in all these cities except Rochester, but does not wish to cite them without local authorization.

Of those sending replies 19 stated that they had no playgrounds, though nearly all of these hoped to open one or more this year. The 84 other towns and cities have been divided into four classes according to the type of supervision and organization reported. The first class number 16 and have no supervision; the second, numbering 26, have untrained supervisors; the third, numbering 33, have directors with various degrees of training; and the fourth class, numbering 9, have well organized playground systems.

The results of supervision, training and organization are well defined in spite of the brevity and vagueness of some of the replies. Among the unsupervised playgrounds of sixteen towns and cities 70 per cent report that the girls do not use the playground at all or play very little when they are there and 19 per cent play only ring games, leaving two places in which co-operative games are played. Five of these towns report sewing as a playground activity, but it must necessarily be without direction. Twenty-six cities and towns have untrained supervisors, that is, men and women who have had no special preparation for playground work. Twenty-seven per

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cent of these have very little girl's play, 67 per cent play ring games almost entirely and 15 per cent have some competitive and co-operative games. Dramatics are taught in one city. Three have gardens, two have folk dancing, sixteen have hand work, (seven sewing specified), one has stories and one excursions. In four cities baseball is played by the girls and at times, certain of the boys' other games. In a number of these places the girls have no definite part of the instructor's time.

Thirty-three towns in the third class have trained instructors. The training, however, is of widely varying character, from kindergarten to physical training teachers with special playground preparation. In only 9 per cent of these are the girls reported as lacking in play spirit. In 33 per cent they play ring games chiefly, in 39 per cent they have competitive games and in 76 per cent co-operative games. In these cities 6 per cent have housekeeping play, 9 per cent dramatics, 37 per cent gardening, 67 per cent folk dancing, 80 per cent hand work, (37 per cent sewing specified), 6 per cent stories, 9 per cent excursions, 6 per cent music, 3 per cent swimming and 21 per cent baseball.

In the nine well organized systems very different conditions prevail. Some have large playgrounds with adequate equipment, others have small plots and simple equipment, but all have well trained instructors, systematic methods and a recognition of the varied needs to be met. In one of these cities they are still struggling with the girl who does not want to play and in one other the girls still devote themselves chiefly to ring games, but in all there are competitive and co-operative games. Eight have dramatics, 6 have gardens. All have folk dancing and varied hand work.

A general analysis of the answers to the questionnaire has led to the following conclusions:

1. That in nearly all of the cities where playgrounds have been opened there has been a lack of definiteness of plan on the part of the administration. Such activities as they have are largely the result of accident or of special demands by the children and have no relation to each other. It is not surprising then to find that the girls, whose play life is less developed and who make fewer demands, should have been given less attention than the boys.

2. That the play spirit is less developed in girls than in boys. The number of play interests usually found in a typical girls' group is small as compared with a group of boys in a given neighborhood.

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We believe that this lack of variety and content in girls' play is a cause of arrested development and weakness and that the early suppression of the play instinct leads to abnormal emotionalism and sentimentality; that a prolonged play life would improve the general health and remedy physical defects of girls; and that there is a social need for play among girls.

3. For these reasons the girls need trained and efficient play leaders, the best on the playground.

Unless adequately supervised the girls spend their time almost entirely in circle games or do not play any games. Two cities having no supervision for their playgrounds report co-operative games among the older girls, but none of them have active play among the girls between eight and twelve.

In the towns having untrained supervisors there are still only fifteen per cent that have active play among the girls, while under trained supervision thirty-nine per cent have competitive play and seventy-six per cent cooperative games. The spontaneous play life of these girls is thus shown to be meager and lacking in many forms of play essential to the proper development of the girls' mind and character. They need the stimulus of broadly trained women as play leaders.

PRACTICAL APPLICATION OF PLAY PROGRAM

The play program was formulated before the questionnaire was sent out and among the questions submitted to members of the committee was one relating to its practical application to playgrounds with small space and little apparatus and also to those having adequate space and equipment. The replies to the questionnaire have given the most convincing answers to this question. It had been the opinion of the chairman that only on large and well equipped playgrounds could a complete play program be carried out, but by experience it has been found that every one of the five grand divisions of play is represented on some small play fields, though it may be in very primitive fashion. "Dramatic play" and "investigation and nurture" seem most difficult, yet both have been accomplished with very limited means.

It is impossible in a report of this kind to go into great detail concerning the application of the play program to playgrounds large and small. We will therefore close with the following recommendations:

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SUGGESTIONS AND RECOMMENDATIONS BY COMMITTEE MEMBERS

As far as possible I should like to see co-operative and competitive games given a large place because of their value in social education.

These games can only be introduced to a very limited extent on small playgrounds, and I think as far as possible we should try to get vacant lots and other places especially devoted to the playing of co-operative and competitive games.

It seems to me that supervision is most necessary, and that a greater part of our energies should be devoted to getting good supervisors.

FRANCES A. KELLOR,
General Director Research Dept.,
Woman's Municipal League,
New York City.

I have been strongly impressed with the small percentage of secondary school girls who really seem to find any pleasure in motion unless it be the indoor form of roller skating and round dancing, and to whom difficulties are too often viewed as insurmountable. Only yesterday a mother came to me greatly worried because her daughter, a girl of thirteen, mature and well developed for her age, and apparently well, had no "sand," no "stick-to-it-iveness," and no desire to overcome physical difficulties. Team games, especially those calling for the most co-operation and subordination of self for the best interests of the team, develop something in a girl's character that I believe nothing else provided for in her education does so well. The average girl needs to experience that feeling of "loyalty to loyalty" that a team game, properly supervised, develops. The good resulting from any form of physical work with girls is, I consider in every case, proportionate to the careful, intelligent, trained supervision of her games and sports.

HELEN McKINSTRY,
Director of Physical Training,
Springfield High School,
Springfield, Mass.

There should be provision made for those group games and competitions that tend to cultivate the spirit of co-operation in which the majority of girls are lacking, as compared with boys. I think

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that work of this sort will be productive of results of great value in giving the girls opportunities in those activities which require quick decisions and encourage subordination of self for the good of the group. I think that this general purpose should be kept in mind in the organization of play activities for girls under all conditions possible.

JOSEPH E. RAYCROFT,
Department of Physical Culture and Athletics,
University of Chicago.

The festival or dramatic play gives opportunity for emphasizing value in foreign races, such as the Italian and the Russian, by their ability to contribute an artistic feature in a large program. Such a festival or dramatic play gives the incentive under which desire for work is stimulated. We would suggest the use of words creative and constructive *activities*, also artistic *activities* instead of industrial *play*. The scope of the play program as given is larger than the term implies—it is rather a playground program including work, recreation, as well as play.

Adequate supervision is essential, inasmuch as the playground is not only a place where children may play, but where they may be stimulated to new and desirable games and desirable manner of playing them. The preparation of supervisor and teacher is a vital point, involving not only the technique but spirit as well.

HOWARD BRADSTREET,
Secretary of the Parks and Playground Association,
New York City.

MADELINE L. STEVENS,
Leader of Guild of Play,
New York City.

All the points mentioned are valuable. With certain groups of children some activities are more successful than others. Italian children, for instance, are exceedingly quick in dramatizing fairy stories. They need especially games that teach courtesy and also competitive games that train in self-control and consideration.

ANNA E. NICHOLS,
Neighborhood House, Chicago.

Play programs for girls have usually been too meager and restricted. The play program outlined proposes to enrich the play opportunities far beyond those which usually obtain in playgrounds.

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Nearly all the plays mentioned may be attempted even in a small playground. There are larger opportunities in a small playground for constructive play, such as kite-making, rough carpentry with boxes, knife work and the like than one might at first think. Playgrounds should be supervised. Playgrounds for both younger and older children should have at least three teachers to supervise the play, one for the little children, preferably a kindergartner, a woman physical training teacher for the girls and a man physical training teacher for the boys, if there are older boys on the playground. Teachers should have special training for the work they do. The larger the playground the more departmental the work may become. Many playgrounds do not sufficiently recognize the changing emphasis at different ages, resulting in the neglect of certain groups of children, notably girls of ten or twelve and over.

G. E. JOHNSON,

Superintendent, The Pittsburgh Playground Association.

The outline which you have made is comprehensive and the division is a good one. My special interest is in "Social Plays" and I believe that this is the most important. It has been my experience that naturally girls do not want to play together and that they are inclined to become jealous of each other, and that any games in which the element of co-operation can enter are most valuable. There is not the same team play with groups of girls as with boys, and for that reason the co-operative games should be given special attention. There are many lessons in co-operation which can be taught on the playground which are most valuable in later life. The teacher must inspire and lead the girls, for I have observed so many times that the girls are inclined to be lazy and do not take hold of hard things at all in the way that boys do. I should think that on a small playground the creative and constructive play, and the dramatic and æsthetic play could be developed together with the social plays. I should judge that with the smaller groups the dramatic plays, for example, could be developed much more readily than the larger ones. No gardening could be attempted unless the playground were quite large.

MAUDE E. MINER,

Secretary, New York Probation Association.

Given a game in the open, where the girls play for the fun of playing, where the number of players is large, and the rules simple,

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there can be no question as to the æsthetic, the moral, the mental value to the individual; no question as to the social value to the community. But all athletics for girls should be done under a properly trained woman instructor, and they should be based on a physical examination. The strongest sentiment against basketball comes from the mothers; but from the mothers (in the matter of dress and physical examination) we receive the least co-operation. Just as much emphasis should be placed on the adequate supervision of a girls' playground as is placed on the securing of it.

J. EVELYN EGBERT,
Teacher of Physical Training,
The Pittsburgh Playground Association.

Most of the delinquent girls know nothing of play, or very little of the right kind of recreation. They have had long hours in factories where they are usually in bad physical condition, live irregular lives and have poor food. They need every sort of stimulus which we can give them to build up the body and to create a desire for healthy recreations. If they are not encouraged to play they have too much time for gossip and mischief. They need to be roused, and I consider it a very wholesome thing for them to learn how to play together. We are very active this season with our baseball teams, and find it the means of getting a great deal of pleasure; the entire school is intensely excited. It gives us a lively interest, something to talk about, and is excellent discipline for the girls who are on the teams. Anything that is going to rouse the sluggish, lazy girl is good. It is also just as good for the intensely nervous, irritable girl, and every effort should be made with delinquent girls to teach them how to play, both simple games and the team work.

Mrs. MARTHA P. FALCONER,
Superintendent, Girls' House of Refuge,
Philadelphia, Pa.

In my judgment the value of industrial and artistic play has been undervalued because of the easy abuse of it, giving it an undue proportion of attention. If kept within reasonable limits and not allowed to be diverted from its educational use in order to attain immediate ends, it can develop the highest forms of self-respect, industry and joy in creative effort known to any child. I feel sure

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of this from the personal experience which I had as a child in these forms upon a New England farm.

LAURA D. GILL,
Chairman, Committee on Industrial Education,
National Education Association,
Washington, D. C.

RECOMMENDATIONS BY THE CHAIRMAN

1. That playground supervisors make a study of the field of play for girls, and after discovering its present limitations strive to make the activities of the playground as varied as possible while following a consistent program and putting the emphasis on what the girls need. They are so ready to follow suggestions that a good leader will easily make them want what she wants.

2. That the training of play leaders shall include a knowledge of the child's normal development and of the plays and games suitable to each period in order that playground activities may be adapted to the child's age and natural interests.

Motor play should be encouraged at all ages. There is physiological joy in the vigorous expenditure of energy which reacts healthfully and happily on body and mind. Playgrounds should supply as many kinds of play as space and equipment permit. Aside from running and throwing, which are supplied by social plays, swinging, sliding, see-saw, the giant stride, skating and, if possible, swimming should be included.

Circle games should not be the chief playground activity after eight years. The games involving competition and initiative are needed. Of all classes on the playground the girls in the exceedingly important period between eight and twelve are most neglected and therefore do not gain the independence and self control needed for co-operative games. The latter games have established themselves more or less firmly everywhere. Girls' team work, however, is still exceedingly crude, is often without proper safeguards and seldom makes an æsthetic appeal by its grace and dignity. In its simpler forms as line games it should begin almost as early as competitive play and grow into those more highly organized. Open rather than mass play should be encouraged, not omitting indoor baseball with soft ball and light bat, one of the most beneficial and least taxing of team games for girls. Dramatic play is both interesting and valuable for girls.

ACTIVITIES FOR GIRLS

There is one form of dramatic play which is closely allied to simple motor play as a means of discharge for nervous energy, namely, dancing. It is the one form of motor activity more general among girls than among boys and should be encouraged as a means of exercise, for its grace and rhythm will help girls to attain self control and poise if used in moderation. We can hardly speak too strongly, however, against substituting dancing of any kind or with any variety of historical interest for the bracing and socializing team games which belong to the adolescent period of a girl's life. Some cities have tried to make this substitution, but a few years of over-emphasis brought a reaction and folk dancing will soon be given a less exclusive place among playground activities.

Several minor suggestions are:

That girls' playgrounds be shielded from the street wherever possible.

That a playground costume be encouraged for all but the very little children with a loose waist, short full skirt and bloomers. The ubiquitous sewing hour may be profitably used in making the latter.

That girls be taught the dignity and beauty of good form in play.

BEULAH KENNARD,
Chairman.

QUESTIONNAIRE REPLIES.

Occupations	No Playgrounds 1st Class 19 places	No Supervisors 2nd Class 16 places	Untrained Supervisors 3d Class 26 places	Partly or Well Trained Supervisors 4th Class 33 places	Systematized Work 5th Class 9 places	Total 103 places
Play little or not at all.....		11—70%	7—27%	3—9%	1—11%	
Ring games chiefly.....		3—19%	17—67%	11—33%	1—11%	
Competitive.....		0—0%	{4—15%}	13—39%	9—100%	
Co-operative.....		2—12%		25—76%	9—100%	
House, etc.....				2—6%	1—11%	
Dramatics.....			1—4%	3—9%	8—90%	
Gardens.....		3—19%	3—11%	12—37%	6—67%	
Folk Dancing.....			2—6%	22—67%	9—100%	
Hand work.....			16—61%	26—80%	8—90%	
Sewing.....		5—31%	7—29%	12—37%	5—56%	
Stories.....			1—4%	2—6%	3—33%	
Excursions.....			1—4%	3—9%	4—44%	
Music.....				2—6%	3—33%	
Swimming.....				1—3%	3—33%	
Pets.....					2—22%	
Base Ball.....			4—15%	7—21%	2—22%	

DISCUSSION OF REPORT OF COMMITTEE ON ACTIVITIES FOR GIRLS*

ELIZABETH O'NEILL, Philadelphia, Pa.

Our girls over eight years of age are usually in charge of two or more younger sisters or brothers. When we began our playground work we found it most difficult to provide for these girls, who in many instances had led such lives of drudgery that they had almost entirely lost the play instinct. They were not permitted to let the younger children go out of sight. We introduced hammock making so that these girls could watch baby and work at the same time. When the hammocks were completed stands were made by the boys and then these caretakers, or little mothers, as we choose to call them, were relieved of much care and could join in the games and plays while the little ones slept. Girls generally need much encouragement to engage in active games at the beginning of the playground season, but with much encouragement and good leadership our girls play all the games that the boys play with such modifications as conditions may require.

Our teachers had fourteen weeks training in games, songs, and stories, graded according to the age and development of the children. Three deep, promotion ball, dodge ball, volley ball, corner ball, end ball and captain ball are favorite games of our older girls. They also enjoy the swings, giant stride, ring toss, bean bag games, free exercises and dancing.

We find that a definite time program modified to suit conditions is of great value. As these older girls can only come to the playground periodically they know just when to come to find the games or handwork that may appeal to them. Even parents who have had the notion that girls must stop play when they reach their teens find that it is a good thing to let them run over to the playground at the hours arranged for games or occupations.

On playgrounds where there are older girls and boys two teachers are placed, a man and a woman. The man devotes most of his attention to the boys, but is expected to help in a general way. The woman is expected to devote most of her time to the girls. She knows the older girls as well as the little girls and responsibility rests with the supervisor to exercise wise and careful

* Fourth Annual Congress of Playground Association of America, June 9, 1910.

ACTIVITIES FOR GIRLS—DISCUSSION

judgment, assigning each teacher to the place where he or she can do the best work.

Perhaps the most interesting feature of our work among the older girls has developed in the mill districts. The girls from the factories and mills near some of our playgrounds have been spending the noon hour on the various apparatus and in playing ball games, with the result that the employers have extended their luncheon period fifteen minutes, making three quarters of an hour for luncheon instead of a half hour.

MARY B. STEUART, Baltimore, Md.

The weak point on our Baltimore playgrounds is the lack of athletics for girls. Realizing this, last winter in our training class we made a special point of instructing in athletics and team games under the best instructor.

REPORT OF THE COMMITTEE ON ATHLETICS FOR BOYS*

The chairman of the committee suggests the following recommendations. It is recognized—

1. Team games, *e. g.*, baseball, are more interesting to the boys, more valuable aids in character building, and more useful in the organizing of groups.

2. Track and field athletics may be used as individualistic events but are more useful where the boys are organized into teams for this work.

3. The individual events most useful are the short sprints, relay races, running broad jump, running high jump, pole vault and obstacle races.

4. The discus, hammer and shot lack interest with boys, and are dangerous to bystanders. They should be eliminated or used with great care. The shot is the most useful of the group.

5. Races over one hundred yards should not be arranged for

* Report given at the Fourth Annual Congress of Playground Association of America, June 10, 1910.

Committee.—James H. McCurdy, M.D., Springfield, Mass., Chairman; A. K. Aldinger, M.D., New York City; F. B. Barnes, Kansas City, Mo.; Wilbur P. Bowen, Ypsilanti, Mich.; George J. Fisher, M.D., New York City; C. R. H. Jackson, Scranton, Pa.; Joseph Lee, Boston, Mass.; R. Tait McKenzie, M.D., Philadelphia, Pa.; W. E. Meanwell, M.D., Baltimore, Md.; George L. Meylan, M.D., New York City; Pearson S. Page, M.D., Andover, Mass.; Thomas A. Storey, M.D., New York City.

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boys under sixteen years of age. The Baltimore plan given in the committee report serves as a good illustration.

6. Boys from sixteen to twenty-one years of age should not be entered for races over two hundred and twenty yards without a period of training preceding the race and a careful examination during the preparation. The four hundred and forty and eight hundred and eighty yard runs are the least desirable for growing boys.

7. In grading the group the weight limits are most easily applied and more useful than any other individual method. Ages and heights come next in order named.

8. The physiological and anatomic age methods of grading need further testing. The studies by Crampton, Rotch, and McCurdy are bringing to light facts which might well be used in testing new methods. See Crampton *American Physical Education Review* March to June, 1908, and Rotch and McCurdy, June, 1910.

QUESTIONS

The report last year* discussed games for boys. The committee this year was asked to focus its attention on track and field sports. The chairman sent out the following list of questions to the members of the committee:

(1) What attempt should be made to grade the boys on the playground?

(2) What should be the basis of grading, *e. g.*, weight, height, chronological age, physiological age (see Dr. Crampton's work in *The American Physical Education Review* for 1908), anatomic age (see Professor Rotch's book "The Roentgen Ray in Pediatrics, Div. II, published by Lippincott, 1910), interest, skill?

(3) What athletic events on the playgrounds have proved most successful with boys, *e. g.*, 100, 220, 440, 880, mile, running high jump, running broad jump, pole vault, shot put, discus throw, hammer throw, obstacle race? (Add other events.)

Indicate events which have proved most interesting to each group.

(4) What has been the basis of grouping on the playgrounds with which you are familiar.

(5) What events if any have proved harmful to each group? State event and nature of injury?

* Proceedings Vol. III, No. 5, page 333.

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(6) What in your judgment is the comparative usefulness for playground use of the track and field events as stated in question (3) with the various team games like baseball, playground ball, etc.?

(7) What administrative methods do you deem most essential in handling athletics for boys?

The answers from the committee are included in the report, as they indicate clearly the points of agreement and divergence, and illustrate some of the difficulties of the problem.

QUESTIONS ANSWERED BY JOSEPH LEE

I. My playground classification goes somewhat according to the ages of man. First, the kid of the dramatic age, up to the six-year molar; then the big injun age, from six to about eleven. Though these ages are so different I think they can both be handled profitably in the children's corner. There are a lot of transition games which combine the dramatic, as their names indicate, and the comparative, such as London Bridge, duck on a rock, hunt the squirrel, stealing eggs.

Then the big playground should be mainly for boys from eleven to seventeen; I have found that a special part of that set apart for apparatus, and with room within the same enclosure for basketball and some simple running games, was an advantage. The middle-sized boys naturally gravitate to this part; but many of the same age will be following baseball outside. In football I think there should be classification according to weight and strength.

I think it is well to reserve one or more diamonds on Saturday afternoons for big boys and grown men—folks who are at work—and that these should also have a place to play quoits. I think further there ought to be a place for big girls; but I never saw one except at Charlesbank, in Boston. It ought to be mostly a place to dance without too much publicity.

II. The basis should in general be physiological, the purely big injun age ending, I believe, when the rapid growth of pre-adolescence begins. Skill and interest would create natural groups.

III. I don't know much about athletic events. The relay race is the only one that I have noticed to be usually and literally a screaming success.

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IV. The grouping on Columbus Avenue Playground that I was interested in was:

1. Children's corner, in which we gradually reduced the upper limit for boys from twelve to ten.
2. Boys' corner, as described above.
3. The main field.
4. Within the main field one diamond was set aside for big boys and men, high school age and over, and even there they were theoretically not allowed if the boys wanted it, except on Saturday afternoons.

V. The principal harmful event I have known has been sliding down a pole with splinters in it, which resulted in one case in pinning a boy's fingers together; also climbing over too high a bar, to a slide on poles, swinging on too high a trapeze and dropping on hard ground, and using too high a teeter ladder—but these are not the things you mean.

VI. I think the use of track and team events is mainly to fill up the dull season in summer (at least it is such with us in Boston) when baseball has died and football not yet been born. I believe that anything that will then hold the boys together and keep them interested will be a great advantage, and as they will not do much at the time, something to look forward to is the best prescription I have been able to think of. The things can be run off on Labor Day. Otherwise I believe that the team games are much more important. I believe, however, that there are boys to be caught by each kind.

VI. The only administrative wrinkle I ever learned was that you want to have your track small enough to keep the whole middle of it clear instead of having the mob inside as well as outside of the track. If the middle is clear, everybody can see everything, while if it is filled up, nobody can see anything but that part of the track opposite them, with much resulting crowding and the need of a large police force.

QUESTIONS ANSWERED BY W. E. MEANWELL, M.D.

(1) I believe that the enrollment and systematic classification of boys on a playground into groups is an extremely helpful procedure, the advantages of which are many. Such a method permits of the division of the boys into groups, the members of which are about on a par physically, and in consequence allows of the careful

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selection of suitable activities adapted to the ability and requirements of a particular group.

By limiting boys to participation in the sports of their respective classes the younger, lighter, and as a rule less proficient, boys are not subjected to the disadvantages and discouragements that follow competition with boys older, larger and more experienced. Accidents also are less common than when old and young, large and small, are simultaneously engaged.

Play in a class whose members are none of them greatly his superior in weight, size and strength affords a boy an opportunity to engage more fully and enjoyably in the many activities than would otherwise be the case. He may play the important positions on the team, score points in a meet or even win a race when the "big fellow" is eliminated.

The organization of small groups each with its team game, tournaments, athletic contests and championships, and with carefully kept records and similar means of stimulating and maintaining interest, increases opportunity all around; and the percentage of attendance to enrollment shows direct improvement.

At the close of the season of the Institutional Section of the Public Athletic League in Baltimore I found that ninety per cent of those enrolled participated in the competitive events conducted, this being in a great measure the result of the satisfactory grading of participants and events.

(2) Chronological age, weight, and height are practical and satisfactory standards by which to judge of a boy's development. Age and weight will in my judgment give results similar to those obtained with the height basis added. Grouping by age and height is more complicated and less satisfactory than the above named method. Age alone often permits of too great a disparity in size, weight and ability and does not afford a suitable standard for our purpose.

With the physiological and anatomical age grouping I have had no practical experience.

The bases of interest and skill are of value for small grounds only and when no inter-playground activities or competitive events are contemplated.

The criticism offered that the weight classification induces to excesses in training, dieting and other weight reducing process is timely. I have knowledge of such a case wherein the boy used

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drugs for the purpose. It has been my experience, however, that the adoption of a rule prohibiting any efforts at weight reduction is about the only precaution necessary where play leaders are men of character. As a general thing methods of weight reduction are learned at first hand from the instructor. Precautions that have increased the efficiency of the age basis and that have been productive of good results in lessening the number of boys in a meet who are noticeably large for their age are those of having a boy sign and fill out an enrollment card when he first joins the playground, giving his date of birth and also requiring that suspicious cases present birth or other certificates certifying as to their correct ages.

(3) Athletic Events.—I have found the dashes, broad jumps and the relays the most popular athletic events. In particular I have promoted the relays. They combine the physiological value of the dash with the educational contest of a most excellent team game. No track and field event will so readily enthuse the boys and stimulate in them a spirit of loyalty to the instructor and the "Park."

The shot, the hammer and the discus appeal to a comparative few, those being the larger men. Weight and height are such factors in these events that they do not appeal to the lighter men. Requiring as they do much space and constant supervision, entailing great danger to those within throwing distance and engaging the interest of but few comparatively, it is a question if the hammer and the discus have a place in a playground or even an athletic field of limited size. In themselves the events are of value and are not to be criticised.

I have found the following modified standard dashes and relays and the broad and high jumps well suited to the capabilities of the groups as classed here. The progression I believe to be desirable.

Juniors are boys under 16 years of age when the season opens.

Junior 80 lb. Class
50 yard dash
Running broad jump
Running high jump
220 yard relay (4 men)

Junior 95 lb. Class
60 yard dash
Running broad jump
Running high jump
440 yard relay (4 men)

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Junior 115 lb. Class

70 yard dash
Running broad jump
Running high jump
660 yard relay (4 men)

Junior Unlimited Class

80 yard dash
Running broad jump
Running high jump
880 yard relay (4 men)

Senior Classes—Boys over 16 years of age.

Senior 135 lb. Class

100 yard dash
220 yard dash
Running broad jump
Running high jump
880 yard relay

Senior Unlimited

100 yard dash
220 yard dash
440 yard dash
880 yard run
1 mile run
1 mile relay
Shot put
Running high jump
Running broad jump

The obstacle and the potato races are amusing and particularly desirable as events at demonstrations, etc.; but I have found the number of entrants for these races to be much less than for the dashes, relays and broad jumps, and for this reason have dropped them from our list of standard events.

The running high jump is not so popular as the events named above because of its difficulty and of the necessity for much practice. I have included it in each class because of its value from many viewpoints to those engaged in the event.

(4)	(a)	(b)	(c)
	Interest	Age	Age and
	Skill		Weight

(5) As a result of medical examinations made I believe I have known grave and lasting injury to result from the heart and nervous strain necessarily involved in such contests as chinning the bar and the stationary dip on the parallels. As competitive contests I believe they should be discontinued. The dip, especially in undivided support, involves an additional danger to the shoulders and pectorals when engaged in by those below the 95 lb. class in weight.

The quarter mile run is an event involving an enormous strain and I think is too severe for boys under sixteen years of age. I have twice seen cases of acute dilation following school relays in

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which lads each ran a quarter. It is well to be overcautious and I think a limit of two hundred and twenty yards is advisable for track events for boys under sixteen.

(6) It has been my privilege to have seen in different years especial emphasis laid in the order given on gymnastics, track and field athletics and on team games in the outdoor gymnasia and athletic fields of Baltimore and as a result I hold that while the promotion of all forms of physical training is desirable yet there can be no question of the comparative superiority over gymnastics or track and field work, and indeed all other forms of playground activities, of games and especially of team games as factors in the moral and ethical as well as physical education of the child.

(7) (a) The selection of a corps of instructors whose training, character and ideals fit them for the positions they fill.

(b) The adoption and announcement early in the season of a classification that will create several groups and permit of no great discrepancies as to age and weight or size in a particular group and the early selection of the events for each class. The group classification and the events selected should be placarded on the playground.

(c) The co-operation of the newspapers should be secured to the end that weekly reports of progress be made and published.

(a) The handling of large numbers at a meet is facilitated by the entry of an individual in but one event.

(b) Number all the dash events consecutively beginning with those for the smallest boys. Number the relays next in order and the field events last.

(c) Number the contestants consecutively and require that they fall in line at a stated time in order of number and at a point convenient to the starting mark.

(d) Make no calls or preparatory announcements. A boy out of line is deprived of his number and his right to participate.

(e) As they cross the finish line all numbers are removed by clerks. Boys without numbers must leave the field.

(f) Only those wearing numbers or official badges permitted on the field or track.

These methods enabled the successful conduct of a track and field meet with one thousand and five different entrants and a prelim-

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inary athletic badge event with five hundred and twenty competitors in two hours and thirty minutes from the time of the first gun.

QUESTIONS ANSWERED BY P. S. PAGE, M.D.

With reference to the questions you ask, some of my answers will simply be of theoretical nature, as I have not had the experience of playground work. I certainly and most decidedly believe in grading the boys in their plays. From my own experience I should think grading would be based on a combination of physiological age and skill. The events which are most popular and successful for boys under sixteen are the one hundred yard, eight hundred and eighty yard, running broad jump, and obstacle races. Boys over seventeen are interested in any of the events mentioned in your list.

In answer to the fifth question for boys not matured physically, I believe the two hundred and twenty and four hundred and forty yard, shot put, and hammer throw to be a risk.

As to games like baseball and other similar playground games, I consider them more useful for the physical development of a boy than the track and field events.

QUESTIONS ANSWERED BY GEORGE J. FISHER, M.D.

(1) I think an attempt should be made to grade the boys on the playground just as much as we would attempt to grade them in any other place.

(2) My judgment is that the simplest way of grading the boys would be the physiological test. I believe we should require all boys who use the playgrounds to receive a medical examination. If this is done the physiological age test can be used. In addition, of course, for certain contests the weight test can likewise be used.

(6) I believe that group games are far more interesting, far more valuable, than track and field events when used in an individualistic way.

(7) My feeling is that the playground should have known ethical standards in sport and that the boys should constantly realize and be taught the finest type of conduct in their games. All of the competitions should be under careful supervision. Playground instructors likewise should have some thorough understanding in reference to athletic relations outside of the playground, with other institutional interests. As far as possible it seems to me the responsibilities in supervision should be placed upon the boys in the management of their athletics.

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QUESTIONS ANSWERED BY C. R. H. JACKSON

(1) I think that the chronological age coupled with height and weight is the most feasible method of primary grading of the boys in the playground. The examination necessary to ascertain the physiological age and the anatomic age, would, in most playgrounds be difficult, if not impossible.

(2) The boy's skill, strength, ability, and interest, will soon place him where he belongs in the teams and groups. As you know, the large boy for his age is usually inferior to the boy of greater age, but equal size, in the games and contests. Here, too, the age limit might be used as a basis, possibly eight to twelve, twelve to fourteen, fourteen to seventeen.

(3) The athletic events the boys have taken most interest in have been short sprints, running broad jump, relay races, and obstacle races, also throwing at a mark with a ball, spear or other missile.

(4) The basis of grouping on the playgrounds of Scranton have been, small boys under eight or nine, boys of from eight to eleven or twelve, and larger boys. Their ability to compete and play the games has been the reason for their being placed on first, second, third teams.

(5) Instructors of each playground have been cautioned to avoid straining.

(6) The basketball games have been governed by size of the boys and condition of the weather. The baseball games, basketball games, and other group contests have greater attraction for boys than the individual events of track and field.

(7) For local playground athletics, each team has had its own captain and manager. The committee in charge consists of three, who are carefully selected, with the playground supervisor as chairman. In inter-playground contests the executive committee has consisted of the playground instructors, with the playground supervisor as chairman. Each team has its own captain and manager.

QUESTIONS ANSWERED BY R. TAIT MCKENZIE, M.D.

First, the only grading necessary for boys is to prevent the larger ones from "bullying" the smaller ones on the playground, and to give special attention to any who are timid or shy.

Second, in competitive athletics if one item should be used as

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a basis of grading, I would use weight; if two were employed I should add chronological age; or if three, height could be included. There is no objection to any of them alone, but I believe the objection to weight is less than either of the other two. Physiological or anatomical age would be practically impossible in playground work.

The three athletic events most successful are the short races, the broad jump and the high jump, with the pole vault appealing to a few. Shot putting, discus throwing and hammer throwing are not events that appeal to the small boy, and are dangerous and intricate. The running of races in relays is, I believe, the most attractive form.

I do not think any of the events are harmful except the long distance races for boys under sixteen years. Track and field events do not begin to compare with the various ball games for usefulness or attractiveness.

The essential in the handling of athletics for boys is a good superintendent, who will secure volunteer assistants for meets and who will train a corps of assistants from among the boys to act as his aides.

QUESTIONS ANSWERED BY W. P. BOWEN

1. The importance of grading the boys on the playground will depend largely upon the number present. The number of grades that can be made will depend upon the numbers present. Where large numbers are collected together many grades must be provided. With smaller numbers possibly three grades are sufficient.

2. The basis of grading should in general be the chronological age of the boys, as that is the basis upon which they are graded in their school work, where acquaintances and associations with each other are formed. Such rough division should be modified by size, general degree of development, skill and interest. The importance of these items being different in different games. For instance, in football, weight should count most, in basketball height, while in baseball, general development and skill are of greater importance than either.

3. The importance of the regular track athletic events will depend a great deal upon the chance the boys have to observe these events being offered by older people. Where there are frequent track meets between colleges or athletic clubs in the vicinity the

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interest will be great; otherwise, not, as boys are such inveterate imitators. As far as I have observed the most successful events of this sort are not the regular track events, but rather group events developed from them, such as relay races, potato races, Indian club races, etc., but the regular track events are valuable and should be used where the demand and opportunity make it advisable.

4. The basis of grouping in playgrounds under my observation has been practically as I have outlined above, the boys being placed in groups according to age, and then it is modified to meet individual cases according to weight, height, skill and interest.

5. I would prohibit the hammer throw, long distance runs in competition, and cross country runs. Although distance running for the fun of it is all right under proper supervision, I would not include any such runs of competitive character with boys under twenty. The injuries that result from these events I have mentioned are too evident to need explanation.

6. I do not believe the track and field events stated above are as useful on the playground as the group games, but I think they should have a place. The best plan I have seen is to have a schedule, giving to each one of these things an appropriate time and place, and when that time is passed having it give way to other things.

7. Your question as to administrative methods is very broad and I hardly know what to say. I think success depends upon making a suitable program and following it rigidly, although adjusting it from time to time to the change in interest that results from the different seasons of the year and the different athletic events that take place in the vicinity which the boys are able to observe. Among the larger boys the formation of regular teams should be encouraged, schedules arranged and everything done to sustain such interest as will result in regular attendance, giving each boy the feeling that he has a place to fill and that success depends upon him.

Reading the list of games published in the former report I would suggest among the games connected with baseball a form used in New York playgrounds and called by the boys "fly-in." This is a game of the "rotation" or "work-up" type, using the regular rules for baseball as far as the runs and strikes are concerned, with an older boy who acts as catcher and umpire at the same time, with five boys on the batting list, with the provision that any fielder catching a fly goes "in" in place of the batter thus put

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out. I would also suggest among the games preliminary to basketball the game of school newcomb, which has proved very successful with us in maintaining the interest for a long time among the smaller boys. It is still simpler in organization than captain ball or volley ball.

J. H. McCURDY,
Chairman.

DISCUSSION OF THE REPORT OF THE COMMITTEE ON ATHLETICS FOR BOYS*

Mr. H. R. Hadcock, Secretary of the Y. M. C. A. at Winnipeg, Canada, suggested that the age limit be the nineteenth birthday, the weight classes—under 95 pounds, under 110 pounds, under 135 pounds, unlimited class. D. Webster Lot of Chicago, Ill., advocated sixteen years as the age limit and weight classes to be under 85 pounds, under 100 pounds, under 135 pounds, unlimited class. Dr. W. E. Meanwell of Baltimore stated that he had tried a 70 pound class contest, that the class was well filled, but abandoned largely for reasons of economy.

The question was raised whether a boy should enter more than one class. The consensus of opinion was that he should not.

Dr. Edward W. Stitt, Superintendent of Recreation Centers, Vacation Schools and Playgrounds of New York City, suggested that the danger of the weight classification, training down, could be avoided, if the instructors discouraged this and if only one "weighing in" was allowed, that to be on the day of the competition. Dr. E. A. Peterson, Headworker at Goodrich House, Cleveland, Ohio, felt that reduction of weight within physiological limits was not injurious. Dr. John W. Plant, Superintendent of the Syracuse Boys' Club, thought the weight standard ought not to be too close, that a pound or so of leeway be allowed. He considered training down during two weeks previous to the contest more serious than immediately before the contest.

It was the sense of the majority present at the meeting that weight is the best single standard for the grading of boys for athletic competition.

Dr. Edward W. Stitt emphasized the need of medical examina-

* Fourth Annual Congress of the Playground Association of America, Rochester, N. Y., June 10, 1910.

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tion for all boys competing, secured free of expense to the boys, through board of health or school physicians. The rejection of a boy calls the attention of the boy and parents to defects and may give an incentive to improvement. Physical examinations preliminary to competitions have several times led to needed operations.

Harry A. Allison of Buffalo stated that a bronze button was given to Buffalo boys who could chin themselves four times, clear five feet nine inches in the broad jump and run the sixty yard dash in eight and three-fifths seconds. A silver button is given to the boys who can chin themselves six times, clear six feet six inches in the broad jump and run the hundred yard dash in thirteen and two-fifths seconds. New York City has, Dr. Stitt pointed out, in addition to individual button contests, an interclass competition for a class trophy, eighty per cent of all boys enrolled in any class being requested to compete and the average record being taken. This helps all boys. The German Turners have used this plan for years. Mr. Joseph Lee questioned whether the interclass competition could not be group against group, and at the same time, rather than by the average of individual performances, whether an entire class might not have hold of a rope and be requested to run across the finish, the winning class to be the one whose last member first crossed the line.

Frederick A. Finkleday, Director of Physical Training, Camden, N. J., felt Marathon races were becoming a menace to boys. The majority of those present agreed that boys under eighteen ought not to compete in Marathon races.

ACCIDENTS

LETTER RECEIVED FROM JUDGE LINDSEY

MY DEAR DR. GULICK:

Recently a judgment was rendered against Canon City for \$12,000 damages suffered by a child on a piece of defective apparatus on the playground in the city park at Canon City, Colo. Do you know of a case like this or a case where the school authorities have been held accountable in damages to injuries to children on playgrounds? If you have such information at hand, without causing

SAFER AND SANER FOURTH

you any inconvenience, I would appreciate a word from you upon the subject.

Sincerely yours,

Denver, Colo., June 6, 1910.

BEN B. LINDSEY.

Will readers of *THE PLAYGROUND* please send the Secretary of The Playground Association of America, 1 Madison Avenue, New York City, information regarding any similar cases? The Association has no record that any other city has been held for damages because of accidents occurring on playgrounds. Several suits have been started or threatened, but all have failed or been withdrawn.

SAFER AND SANER FOURTH REDUCED ACCIDENTS AND DEATHS NEARLY FIFTY PER CENT IN ONE YEAR

LEE F. HANMER,

Associate Director, Department of Child Hygiene, Russell Sage Foundation,
New York City

The outcome of the "safe and sane" celebrations of Independence Day carried out in at least eighty-seven cities is unanimously summed up in the press reports about as follows: "Fires and accidents were almost entirely lacking, and at the same time the patriotic sentiments of the youthful celebrants were allowed full vent within the lines of reason and safety. Besides the bonfires at midnight, the pageant, and the games, there were numerous neighborhood celebrations, and in the evening in many parts of the city, large crowds gathered to enjoy the splendid displays of fireworks. Altogether it was clearly demonstrated that the campaign for a 'safe and sane Fourth' was in all respects successful. It was a day of such genuine public rejoicing that it seems improbable ever to return to the old insane method of celebrating our great American holiday."

In one city the Mayor, speaking from the reviewing stand, exclaimed enthusiastically, "The Mayor and the other city officials are justly proud of this city and its citizens to-day." "And we are proud of our Mayor," came a voice from the crowd, followed by a storm of cheers. It was a genuine getting together of all the people

INSTITUTES

to fittingly celebrate the nation's birthday, and patriotism, civic pride, and a larger spirit of coöperation was the universal result.

"The list of deaths throughout the United States, due to the celebration of the Fourth of July so far as reported, is *twenty-four* this year in contrast to *forty-four* last year. The number of injured this year is 1,294. The number last year was 2,361. These figures show enormous conservation."*

At the meeting of the Board of Directors of the
ANNUAL MEETING Playground Association of America at Rochester,
1911 June 11, 1910, it was decided that the annual
meeting in 1911 be arranged primarily for the
benefit of the members of the Association and others who desire
definite information as to how they may best promote playground
interests, and that to this end the principal time be given to com-
mittee reports with ample time for answering questions and for dis-
cussions. The time and place for holding the annual meeting was
left to the officers of the Association.

INSTITUTES The Board of Directors authorized the president
and secretary to arrange for a number of insti-
tutes in strategic cities during the coming year—
the institutes to be local in character, the expense to be borne by
the locality, the institutes to be primarily for the benefit of the people
who are in playground work.

SOCIAL CENTER Edward J. Ward, Supervisor of Social Centers
and Playgrounds under the Board of Education
WORK IN at Rochester, N. Y., has accepted an appointment
WISCONSIN to work under the University of Wisconsin in
going to different cities and towns throughout the
State to assist in the development of social centers. The University
of Wisconsin has, in calling Mr. Ward to this work, given further
evidence of its progressive spirit. Mr. Ward's work in Rochester
and his speeches throughout the country have had a large influence

* New York Times, July 5, 1910.

UNIVERSITY OF WISCONSIN

in calling attention to the possibilities of social center work. There is hardly a city in the United States but what is familiar with the work of the Rochester social centers.

George W. Ehler, secretary of the Public Athletic League of Baltimore, has accepted the position of director of the Department of Physical Training of the University of Wisconsin. Few men have had a larger vision of the future of the public recreation movement and a clearer insight into the practical methods by which the vision could be realized than Mr. Ehler. Mr. Ehler's great gifts as an organizer have been clearly shown in his most efficient work in Baltimore. Under his direction the University of Wisconsin will undoubtedly train many efficient playground workers.



GEORGE W. EHLER.

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Vol. IV. No. 8

November, 1910

The Playground

Playground Equipment



Photo by L. W. Hine

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THE PLACE AND LIMITATIONS OF GOVERNMENT WITH REFERENCE TO RECREATION*

LUTHER HALSEY GULICK, M.D.

New York City

It is obvious that we must have streets and that making them is a function that belongs to all of us together. It is a community function, and a thing that should be taken care of by the city government,—not as in previous ages, where private roads were made and everybody was taxed who used them. They belong to all. Streets are made by the city government, not to take the place of individual initiative, but to give opportunity and freedom for traffic, for visiting each other, for social relations. Government in the control of streets, allowing automobiles and carriages to go only one way on one side of the streets, and only allowing them to stop one way, is for the purpose of liberty, not for restriction. The individual is slightly incommoded by having to turn his machine around when he wishes to stop, but it is in the interests of freedom, not in the interests of restriction. So with reference to our police department. The object of the police department and of law is the promotion of freedom, for it is only in a community where there is law administered that we are all free and may come and go with safety. The law is primarily promotive in its nature and not restrictive in its character, except as it is restrictive when it comes to interfere with those individuals who would violate the rights of the rest of the people. This aspect of law is fundamentally promotion,—promotion of liberty, promotion of the opportunity of the individual, which I believe is the most fundamental element in law itself. How does this apply to recreation? We need to work together with the official city or community machinery whatever it is, in those things which involve control or taxes.

An example of a way in which we are all doing this is in our parks. No one questions that parks should be paid for by the community for the use of all of the community. This does not prevent the individual who is wealthy from purchasing large landed estates for his own. But most of us cannot because of the amount of money involved have our own private parks. So we combine,

* Address, Fourth Annual Congress of Playground Association of America, Rochester, N. Y., June 10, 1910.

SOCIAL STREET SQUAD

using our city official machinery, and buy ourselves parks, and make rules and regulations which give liberty and enjoyment to all of us in the use of these parks. More and more it is true that the parks are becoming like the modern library. The old library had a person to guard the books. The new librarian promotes the use of the books. The new park superintendent is a man who promotes the use of the park as earnestly as if it were a commercial enterprise. So we are promoting parks by putting in them, in appropriate places and in suitable ways appliances by which individuals may enjoy them,—sand piles for the little ones, swings and seesaws. This is related definitely to the health and morality of the community.

In a new way, school property belongs to all of us and we are beginning to use it in a far broader way than we originally conceived of,—for evening lectures for the community as a whole, for boys' clubs, for social centers, summer schools, and places where boys and girls may meet for wholesome recreation. We are using the official governmental machinery for the larger recreational life of the entire people. Thus with the public schools athletic league. It is neither a time nor a space relation, but a human activity relation which involves thinking out ways of bringing to the boys and girls opportunity for wholesome exercise and stimulus for the sports which modern conditions seem to render rather difficult.

SOCIAL STREET SQUAD

I wonder whether we might not develop a social street squad, as we already have a traffic squad. The traffic squad in a city is not for purposes of interfering with traffic, but for promoting it. If we had a group of persons officially connected with the city machinery who should first of all examine all the streets of the city to see what kind of traffic is found on them, certain streets would be found which are used for thoroughfares and for through traffic; others only for going to the houses on those streets. This differentiates those streets. On the arteries of traffic there should be no play by children; on the streets which are only used for purposes of going to and from the houses I believe that it may be eminently proper and not only feasible, but necessary, to have play and that we might have a social street squad whose business it should be to promote the social use of such streets in suitable ways. Baseball, for example, as Mr. Lee has pointed out, is destructive and cannot be played on any street,—not so with playground ball. If somebody could intro-

SOCIAL STREET SQUAD

duce into this city for use in streets that kind of playground ball which is already in use in Chicago and other cities it would be a wonderful thing. Playground ball is safe for houses.

The playground can never meet adequately the needs of the play of the young people of the city, or of the little children outside of their own homes. Why not put on these non-traffic streets, at frequent intervals, sand piles for the little children? Some of the cities of Germany have them. Playgrounds bring many children together and increase social friction. Social friction is lessened when instead of putting all the apparatus together we separate it. On a long parkway such as we have at Riverside Drive in New York City, where tens of thousands of children go for play and recreation every day, it would be better, rather than having a few playgrounds at great intervals, to have every hundred yards or two, two or three swings or seesaws, and little sand piles. These poor little children of the wealthy go to the Drive, but there is nothing for them to do. Why should we not have sand piles for them? There is plenty of room. Playing in the sand would enrich their lives wonderfully. The children should not be aggregated, but spread out so as to use the whole splendid Drive. A social promotion squad of the streets could study these things and bring about one thing after another which they saw to be feasible to fit in with the needs of the city and with the desires of the citizens. Our streets have always had a social function and they do now. We have in practically all of the cities of America municipal ordinances against play in the streets and arrest boys for playing ball on the traffic streets; but everywhere in America in spite of all these laws, we allow the children to play on the non-traffic streets. Let us study the real situation and make our laws correspond to the real facts, not to the pseudo facts, or to theory. Our laws no doubt correspond to the theory that children should not play in streets, but that there should be no play on any street is not necessary nor wise, nor possible. Call a meeting of the boys of your city,—the leaders from each block, say, and explain the scheme to them. Tell them they are going to be allowed to play certain kinds of games which will not interfere with traffic on condition that they absolutely stop all playing or loitering on traffic streets. Get into the minds of the children the fact that it is their city as much as it is anybody's city, that they are a part of the law enforcing mechanism, that the thing belongs to them. They will respond.

RECREATION COMMISSIONS

OPPORTUNITIES FOR CITY RECREATION COMMISSIONS

I have spoken so far about recreation functions which are inherent in certain city departments,—the department of education, the department of parks, the department of streets. These inherent recreation functions can never be taken away by any other organized body because they are inherent in the nature of the organization itself. The recreation of the school room is part of education. It cannot be taken over by some other body. There are, however, certain other aspects which do not belong essentially to any existing civic organization and it seems to me those cities, and there are something like twenty of them, that are providing a new wheel in the city machinery, to look after these things are on the right track. Public recreation commissions they are sometimes called. Here are some of the important unoccupied fields which city recreation commissions may well consider.

1. Promote the proper use of abused and wasted time. Take the Fourth of July. It is a national menace at present. It has in itself the possibility of a splendid occasion to teach that which is the fundamental fact in American history, liberty and law.¹ What needs to be done is not so much to have restrictive measures against the use of explosives, as to have co-operative endeavor to make the day rich in enjoyment. Scores of American cities within the last three years, and particularly within the last year, have taken this day, which during the past twenty or thirty years has been a means of killing or mutilating annually between a thousand and twelve hundred children, and converted it into an occasion which will be a benefit, not a menace, to the whole community. We have been forwarding this idea but are not the official body to do it. It involves legislation and the use of the city machinery. Independence Day commissions are well enough, but they are only for one day. We have a number of other days to celebrate. What can be done with Labor Day? In Belle Isle, south of Detroit, I am told that Labor Day has been made an occasion when all sorts of competitions are held. The central feature of the program is awarding prizes for children's labor,—for the best gardens that children themselves have made, the best vegetables that they have raised, the best pies and cakes, and pieces of handiwork, kites, boats, all sorts of things that *represent the children's own activities*, so that for two or three months before Labor Day these children are working towards this

RECREATION COMMISSIONS

holiday, which brings the whole community together, dignifying and recognizing the place of skill in the use of the body and hands. This does not need a separate committee. It can be managed by the committee that arranges for the Fourth of July,—and so with others of our national holidays which in the main now are worse than wasted. The national holidays correspond to the vacant lots which in so many American communities are not now in use or that have often been used as dumping places. The vacant lots correspond in space to what the Fourth of July corresponds in time. Now we are taking these vacant spaces and making them into beautiful and useful playgrounds and parks. Let us do the same with our vacant and menacing public holiday times. Somebody must do it. It involves certain kinds of legislation.

2. The relation of young people to each other. What opportunity is there in each community for young people to come together with wholesome things to do, particularly with the co-operation of their elders? The family cannot maintain its integrity with reference to work because of modern specialized conditions,—city and country have put the different members of the family doing different things, but recreation is the one thing left in which the whole family can co-operate. Let us find out about these dance halls we are hearing so much about. Let us learn how it is possible to have young people with the older people having wholesome enjoyable natural relations with each other. That involves city machinery because it involves legislative control of the dance halls and the relation of the dance halls to the saloons.

3. Promote the “boy scout” movement which takes hold of the gang instinct which is now developed so as to be anti-social, and make it into an instrument for promoting civics, loyalty and patriotism.

4. Use of back yards. Why not encourage families to have little gardens for children in the back yards? Workshops in the home most of us cannot afford; why not have half a dozen families unite in providing a workshop, with tools, where the boys can make their kites, boats and paddle wheels, and all the things that you and I used to make with the tools that belonged to our fathers. These back-yard gardens and workshops can be correlated with the Labor Day idea, and with the after-hour school activities.

5. Lastly,—the matter of discovering unused city property.

RECREATION COMMISSIONS

There has never been a survey made but it has been discovered that there are places which have belonged to the city for years and not used which might be used for playgrounds. It ought to be somebody's business to hunt up such places and put them to use.

For the first time in the history of the world we are beginning to have leisure as a people. The old Greeks had leisure, but in the most brilliant page of the history of mankind, the age of Pericles, leisure was bought at the price of having four slaves to every free man. That brilliant period was brilliant for the few, paid for with the lives of the many. Now we have the great machines that are doing the muscular work of the world. The long hours of severe labor, in some cases from twelve to sixteen hours a day, sap the life out of men and women. That long day is nearly gone. The time is already here for many people, except for those labor employers,—they have to work all day—when they can work eight or ten hours a day and be free to live the broader life, not merely the life of work and sleep. This is the first time in the history of the world that this has been possible. Whether this leisure shall tend toward license and degradation of character or whether it shall make for the final development of the things of the spirit depends upon how hard we take hold of it as communities, not as individuals. It is no longer in the hands of the individual. Here individuals are relatively helpless; hence the reason for city recreation commissions.

We want to have prosperity; but in order that prosperity and material gain shall not prove a curse instead of a blessing, we must do all we can to promote the refining influences of life—proper means of recreation, wholesome enjoyment, the cultivation of those capacities for delight and pleasure which alone make the gains of prosperity a blessing to the human soul.

CHARLES E. HUGHES.

REPORT OF COMMITTEE ON ORGANIZATION AND ADMINISTRATION OF A PLAYGROUND*

The Committee has seen fit to confine its study and report to what might be considered one of the live issues in the recreation movement as a whole, the organization and administration of playgrounds from the public and institutional or municipal point of view.†

This point of view involves the following factors among others:

1. The scope and emphasis of the playground or recreation movement—educational, recreational, economic, municipal, social; hence,
2. The relation of its activities and their direction to the public and parochial schools, the parks, various city departments having facilities available for recreational activities—such as streets and alleys, docks, etc., or as the health, charity, police and law departments having a direct or indirect interest in the results of such activities; and
3. Various social agencies of a voluntary character conducting or promoting recreational activities.
4. The conception which various voluntary and municipal institutions have of their functions.

Any consideration of the form and methods which the organization and administration of a public recreation system would follow in any city must take into consideration all of these factors, together with the purely local ones of custom and tradition and the legal form of the municipality.

* Report given at Fourth Annual Congress of Playground Association of America, June 9, 1910.

Committee.—George W. Ehler, Baltimore, Md., Chairman; Mrs. E. L. Baldwin, San Francisco, Cal.; John Bradford, Pensacola, Fla.; Dwight F. Davis, St. Louis, Mo.; Arthur W. Dunning, M.D., St. Paul, Minn.; George M. Forbes, LL.D., Rochester, N. Y.; Frank L. Fuller, Seattle, Wash.; Thomas F. Harrington, M.D., Boston, Mass.; Kendrick C. Hill, Trenton, N. J.; Henry F. Kallenberg, M.D., Chicago, Ill.; David I. Kelley, New York City; George A. Parker, Hartford, Conn.; W. C. Peters, M.D., Bangor, Me.; Louis W. Shouse, Kansas City, Mo.; Hon. William H. Staake, Philadelphia, Pa.; Hon. Harry L. Taylor, Buffalo, N. Y.

† The organization and administration of playgrounds is a subject that falls quite naturally into two sub-divisions, one having to do with the work and activities of a particular playground, the other with the administration and supervision of playgrounds as a voluntary or municipal undertaking. Both of these divisions have been treated quite at length in the report of the Committee of a Normal Course in Play, particularly from the point of view of the professional playground director. It would seem almost superfluous to consider this subject again from this point of view at this time.

PLAYGROUND ADMINISTRATION

At the First Play Congress in Chicago in 1907 this subject was discussed in a general manner and after a consideration of the municipality versus the board of education the general consensus of opinion was that the board of education was the proper department to control and administer playgrounds, based largely on the educational aspect of play, at that time the dominant view.

Since then there has been a tremendous development in the facilities for play. There has come to be a more general recognition of other aspects of the function of play in the life not only of the child but also of the youth and the adult. Its purely recreative values in the case of adults, its tremendous social significance in the lives of young men and women, its relation to neighborhood solidarity and efficiency, the fact that it involves the great question of the leisure time of all the people and has fundamental implications for the moral, ethical and physical health of the whole state, makes necessary a most careful study of the various experiences through which cities have passed, together with an inquiry into the trend of modern municipal government, its relation to the people in their daily lives and the functions its various instrumentalities are to exercise in the coming city, before we can come to any final conclusions and recommend a form of organization and administration that will insure growth and development and not handicap, hamper and restrict the play movement.

In view of the magnitude of the subject, the Committee has therefore restricted its work to an inquiry into the conditions that obtain at the present time in various cities, the opinions that are entertained in regard to prevalent methods and an attempt to discern the present general tendencies.

To this end the following questionnaire was sent out:

REPORT CONCERNING THE ADMINISTRATION AND ORGANIZATION OF A SYSTEM OF PLAYGROUNDS

1. Name of City.....
2. Population of City (latest estimate).....
3. Total number of playgrounds.....
4. When was playground work in your city started?.....

PLAYGROUND ADMINISTRATION

5. Organizations and city departments conducting or controlling playgrounds and the number of playgrounds under each:

Name of Dept. or Organization	No. of Playgrounds
-------------------------------	--------------------

6. If two or more departments or organizations work together or are otherwise related, please indicate them and describe their relationships.

7. What are the weak points of your present methods of organization and administration?

8. What are the strong points?

9. What do you consider the best forms of organization and administration of a system of playgrounds: (a) voluntary organization with private support or with city appropriations; (b) a city department of parks, schools, health, etc.; (c) a special commission; (d) a director?

10. Please indicate the reasons for your selection.

11. What are your objections to one or more of the other ordinary methods?

Answered by

Official position (organization or municipal dept.)

Address

Date

April 25, 1910.

Replies were received from 89 cities having playgrounds, 14 about to open playgrounds and 18 having none at all—a total of 112 cities.

The 89 having playgrounds represent 27 states and territories and 1 province, have 713 playgrounds and report a population of 15,169,000, about 1-6 of the population of the United States.

The following table gives these 29 states, territories and province, and in each the number of cities reporting, the number of playgrounds, the population of the cities reporting and the names of the chief cities.

TABLE I. STATES REPORTING

Number of States Reporting	29
Number of Cities.....	89
Number of Playgrounds.....	713
Population.....	15,162,500

State	No. Cities	No. Play- grounds	Popula- tion	Chief Cities
California	3	22	812,000	San Francisco Los Angeles
Connecticut	2	2	16,000	
Dist. of Columbia.....	1	38	317,000	Washington
Florida	1	6	25,000	Pensacola
Illinois	4	35	3,093,000	Chicago
Indiana	3	11	115,000	Evansville
Iowa	1	4	15,000	Marshall
Kentucky	2	6	67,000	Lexington
Maine.....	3	7	66,000	Lewiston Bangor
Manitoba	1	15	150,000	Winnipeg
Maryland	1	29	600,000	Baltimore
Massachusetts	15	137	1,210,000	Boston Lowell Springfield
Michigan.....	2	17	490,000	Detroit
Minnesota	2	25	530 000	Kalamazoo St. Paul Minneapolis
Mississippi	1	7	10,000	Greenville
Missouri	1	8	750,000	St. Louis
New Jersey.....	6	49	593,500	Newark Paterson Camden
New York.....	7	25	669,000	Buffalo Syracuse
Ohio	6	30	1,025,000	Cleveland Columbus Dayton
Ontario	2	14	425,000	Toronto Hamilton
Oregon	1	6	220,000	Portland
Pennsylvania	10	138	2,520,000	Philadelphia Pittsburg Scranton
Rhode Island.....	3	20	299,000	Providence
South Dakota	1	2	11,000	Leadville
Tennessee.....	1	4	180,000	Memphis
Texas	1	2	100,000	Dallas
Virginia.....	2	10	144,100	Richmond
Washington	2	9	272,000	Seattle
West Virginia	1	1	45 000	Wheeling
Wisconsin.....	3	34	307,000	Milwaukee

Cities having a population 100,000 or over.....	32
Cities having a population over 25,000 and under 100,000.....	35
Cities having a population under 25,000.....	22

Organizations and Departments Conducting Playgrounds		
Cities	Per Cent of Total	Playgrounds Reported Under
49	54	Voluntary control
24	27	Park control
22	24	Public school control
15	17	Commission control
5	6	City control

Cities reporting playgrounds under control of two or more organizations or departments, 24 of the 89.

PLAYGROUND ADMINISTRATION

WEAK AND STRONG POINTS IN PRESENT SYSTEM OF CONTROL

The writers expressed themselves quite freely as to the weak and strong points of the present systems of control. The following is a brief characterization of the various opinions:

Voluntary Control

Weakness—Lack of funds and public interest—almost unanimous.

Strength—Few strong points expressed. Chiefly independence, absence of politics, enthusiasm.

Park Control

Weakness—No supervision seems to be the frequent lack. Park officials often inclined to believe there are no weak points. Park officials ignorant of function of playgrounds. No co-operation with other boards.

Strength—Boards frequently non-partisan and selected for interest in parks.

Public School Control

Weakness—Insufficient supply of trained leaders. Ineffective in summer. In many cities playgrounds not open in vacation.

Strength—Buildings and ground available. Close to children. Experience for school teachers.

Commission Control

Weakness—None. Commissions too large. Lack of co-operation with other boards.

Strength—Correlating of various interests. Direct interest of commissioners in work to be done. No politics.

A careful reading of the expressions concerning the weak and strong points of present methods of organization and administration of a playground would seem to indicate that the chief problems in the minds of the most of the writers were those of finance, public interest, competency of officials and politics.

Each form of control was characterized to a greater or less extent by one or more of these problems. In but few instances does it appear that the function of playgrounds, or the character of the work to be done, or any particular idea of the significance

PLAYGROUND ADMINISTRATION

of the playground or recreation movement were factors in determining the weakness or strength of any form of control. This may have been due to the form of the questions. An examination of the suggestions as to the best forms of control and the reasons therefor are somewhat more illuminating and helpful.

The following, Table II, presents the suggestions made as to the best forms of control with a classification of the present methods in the cities from which the various recommendations come and include the playground relationship of the person making the suggestion:

TABLE II. FORMS OF CONTROL

Form Recommended	Cities	Present Control					No. Play	Answers by					Popula- tion
		Com.	Park	Vol.	P. S.	City		Vol.	Park	Com.	P. S.	No. Ans.	
Commission	26	11	7	15	3	3	373	13	3	10	..	26	8,755,500
Public Schools	10	2	2	1	7	..	57	1	1	2	6	10	1,589,000
Parks and Schools...	7	..	5	2	2	..	84	1	4	..	2	7	1,047,000
Park Department....	7	..	3	3	2	..	33	2	3	..	2	7	571,000
Voluntary	11	2	3	9	1	..	70	10	..	1	..	11	1,493,000
Director	8	..	2	4	2	2	31	3	2	1	1	7	782,000
City Dep't or Support	11	..	2	8	2	..	40	9	..	2	11	11	698,000
No Opinion	9	7	3	..	25	6	1	..	3	9	221,000
Totals	89	15	24	49	22	5	713	45	14	14	16	88	15,156,000

This table presents some interesting data. Omitting those who express no opinion, we have 79 correspondents reporting for 80 cities. The 79 correspondents are classified as follows:

Connected with voluntary organizations, 39 to 50 per cent.

Connected with public schools, 13 to 16 per cent.

Connected with park boards, 13 to 16 per cent.

Connected with playground commissions, 14 to 17 per cent.

Classifying the correspondents with reference to their recommendations we find the following exhibit:

Correspondents	Recommendations							Totals
	Com.	P. S.	Pk. & P. S.	Park	Vol.	Dir	City	
Voluntary	13	1	1	2	10	3	9	39
Park Board	3	1	4	3	—	2	—	13
Commission	10	2	—	—	1	1	—	14
Public School	—	6	2	2	—	1	2	13
Totals	26	10	7	7	11	7	11	79

PLAYGROUND ADMINISTRATION

Of the 39 "voluntary" correspondents, 13 recommend playground commissions and 10 "voluntary" control.

Of the 13 park board writers, 3 recommend a commission, 3 park board control, while four recommend the co-operation of the park and school boards, making 7 of the 13 favoring the commission idea in some form. Of the 14 commission correspondents, 10 favor commission control, while two favor school control. A larger percentage of this group than any other explicitly favor their own form of control.

Of the public school group, none favor the commission, 6 recommending school control, the others scattering.

From this we secure the following exhibit:

Recommendations	Correspondents				
	Vol.	Park	School	Comm.	Total
Commission.....	13	3	—	10	26
School.....	1	1	6	2	10
Park and schools.....	1	4	2	—	7
Parks.....	2	3	2	—	7
Director.....	3	2	1	1	7
Some city department ..	9	—	2	—	11
Voluntary organization.	10	—	—	1	11

We find the commission idea favored by 26 correspondents or 33 per cent while the remainder are scattered: 13 per cent favoring schools alone; parks and schools combined, parks alone and special director each being favored by 8 per cent; 14 per cent favoring voluntary control; and 14 per cent favoring some city department.

Classifying the present forms of control according to the form recommended we secure a most interesting exhibit:

Recommendations	Cities	Present Form					
		Com.	Pk.	Vol.	P. S.	City	Total
Commission.....	26	11	7	15	3	3	39
Public school.....	10	2	2	1	7	—	12
Parks and schools.....	7	—	5	2	2	—	9
Park department.....	7	—	3	3	2	—	8
Voluntary.....	11	2	3	9	1	—	15
Director.....	8	—	2	4	2	2	10
Some city department.....	11	—	2	8	2	—	12
	80	15	24	42	19	5	105

PLAYGROUND ADMINISTRATION

In the 26 cities favoring commission control are 39 controlling organizations, there being more commissions, park boards and voluntary organizations than in any group recommending other than commission control. Over half of these 80 cities have voluntary organizations at work.

Finally, the population of the various groups together with the number of playgrounds gives another significant emphasis:

Form Recommended	Cities	No. of Playgrounds	Population
Commission	26	373	8,755,500
Public School	10	57	1,589,000
Parks and Schools.....	7	84	1,047,000
Park Department.....	7	33	571,000
Voluntary	11	70	1,493,000
Director	8	31	782,000
Some City Department.....	11	40	698,000
	80	688	11,935,000

The 26 cities recommending commission control, have over 53 per cent of the total playgrounds reported and over 70 per cent of the population.

Of the 26 cities recommending commission control there are

11	of	250,000	or more	population
4	"	100,000	"	"
3	"	50,000	"	"
6	"	25,000	"	"
2	"	10,000	"	"

Recommending public school control are

3	of	250,000	or more	population
3	"	25,000	"	"
4	"	10,000	"	"

Recommending park and school co-operative control are

1	of	250,000	or more	population
1	"	100,000	"	"
1	"	50,000	"	"
4	"	25,000	"	"

PLAYGROUND ADMINISTRATION

Recommending park control are

2	of	100,000	or	more	population
2	"	50,000	"	"	"
2	"	25,000	"	"	"
1	"	10,000	"	"	"

Recommending voluntary control are

2	of	250,000	or	more	population
1	"	100,000	"	"	"
3	"	50,000	"	"	"
3	"	25,000	"	"	"
2	"	10,000	"	"	"

From this data it is fair to conclude that in the cities where the interest is greatest, the problems most varied and the movement furthest developed the distinct tendency is toward the commission idea.

The reasons given for the preferences indicated above may be characterized as follows:—

Commission

Greater interest, broader ideas, efficiency and economy because selected with reference to playground idea. Harmony, co-ordination and combination of different bodies having limited interests in this direction among other duties. A park superintendent says, "The object is large enough for a separate legal body to attend to, in all its phases."

Public School

Chiefly because of educational feature of play.

Parks and Schools in co-operation

Parks to supply and maintain grounds. Schools to supply teachers and directors for educational reasons.

Park Department

Parks ought to be playgrounds and park department should have control over ground.

Voluntary

Easier to interest service of best people. Absence of politics.

PLAYGROUND ADMINISTRATION

Director

Expert service and concentration of responsibility.

City Control

Finance.

Objections offered to various forms of control are as follows:

Voluntary Organizations

Insufficient funds, aspect of charity, not permanent, inefficient, irresponsible, no authority, interest difficulty to sustain, at the expense of the few.

Various City Departments

Scope limited by department idea of its functions, interest in and knowledge of playgrounds secondary and inadequate, no social viewpoint, present duties sufficient to absorb all interest and energy. Departments other than schools are not close to children. Political considerations and changes in administrations tend to demoralization of efficiency and ideals.

TENDENCY—PLAYGROUND OR RECREATION COMMISSION

In conclusion it would seem from the evidence presented herewith that there is a very distinct tendency in the direction of the organization of playground or recreational commissions, composed of people having an appreciation of both the school and the park ideals, but with a social insight that permits a deeper appreciation of the meaning of "leisure" from the standpoint of civic righteousness and efficient citizenship and the physical and moral welfare of the race. Such commissions tend to have jurisdiction and direction over recreational activities of the widest scope and use facilities provided by the park, the school, the street, the dock, or any other municipal board or department, or special facilities secured in conformity with a city-wide plan and designed with special reference to their recreational function and use.

It appears that there is recognition that provision for adequate public recreation is a special problem, involving on the one hand social and educational aspects for which park boards and employees ordinarily have neither training, experience nor traditions, and a use of grass, shrubbery, trees, open spaces and electric lights quite at variance with the accepted park idea; and on the other hand

BEST FORM OF ADMINISTRATION FOR PLAYGROUNDS

placing an emphasis on hygiene, exercise, pleasure and informality which is not in harmony with the usual formal school ideals or methods and which in the very nature of the case can not be appreciated at their real values by many school boards and teachers.

Throughout the replies to the Committee's inquiry there was constant emphasis on the necessity of an expert playground director with trained worker in general charge of all activities and employed the year round.

It further appears that the propaganda is chiefly carried on as yet by voluntary organizations, which are seeking to develop an enlightened public opinion and to establish standards that shall be maintained when in the course of time it becomes wise or expedient to turn over their problem to the municipality to which almost all agree that it belongs.

GEO. W. EHRLER,
Chairman.

BEST FORM OF ADMINISTRATION FOR PLAYGROUNDS

JOSEPH LEE

President Playground Association of America

The question is not an easy one to decide,—particularly to decide for all places. In favor of the school committee carrying on the playgrounds is the fact that it has charge of the school yards, of the play in recess and of the exercises inside the schools. It should also in some way regulate inter-scholastic athletics. It is now more and more having to do with medical inspection and tests of physical fitness. Also it is in the education business, and play is perhaps the most important part of the child's education.

The teachers, moreover, should probably always constitute the rank and file of the directors on the playgrounds, because they have the requisite character and training for the educational side of the work, because they can get the unathletic children, who constitute our principal problem, out on the playgrounds instead of leaving play merely for the experts, and because playground work reacts most favorably on the teachers themselves and on the school.

On the other hand, playgrounds are largely on the parks, and the school committee is not strong on shrubs, drainage, retaining walls and the like. These considerations favor the park department.

PLAYGROUND EQUIPMENT

Play in the streets is perhaps the most important part of the play problem simply because it is and will probably always be the greatest part. So that the street department can put in a good claim to being considered.

Then Mr. Ehler has well said that this proposition is larger than play as commonly understood. Our subject includes recreation in general, and that includes, dances, zoos, beaches, and band concerts. In some ways it seems as if the leader of the municipal band was your man. Also there are theatres, which must be regulated before our problem can be said to be properly dealt with.

Now I am bringing up all these things not to show what the solution is, but merely to show that it is not one that can be arrived at offhand, and to indicate that different communities may perhaps wisely solve it in different ways. Whatever you do, make it clear exactly what powers and duties each department has.

REPORT OF THE COMMITTEE ON EQUIPMENT*

The basis of this report is the immediate need in our playground movement of information concerning equipment for *supervised public playgrounds*, such as school-yard, public park, community and village playgrounds.

The Committee is not unmindful of the need of special adaptation of the playground in such places as hospitals for the insane, penal and other institutions, nor of the service that may be rendered in devising proper equipment for the back-yard, picnic ground or roof garden. These special adaptations cannot be given consideration in this report because of the more fundamental need of discussing, first of all, the problems which concern those who are supporting the playground idea as a public institution for average and normal boys, girls and young folks.

This report, therefore, contains:

1. A general statement concerning the relation of playground equipment to the playground movement.
2. A preliminary intensive study of apparatus and accessories.

* Report given at Fourth Annual Congress of Playground Association of America, June 8, 1910.

WHICH IS BETTER?



PEEKING UNDER SALOON DOORS

OR



PLAYING A GAME ON THE GIANT STRIDE

PLAYGROUND EQUIPMENT

GENERAL STATEMENT

The American playground movement is characteristically American in that it has not only come upon us with a rush, but we have sought to attach it to something material. Perhaps most of the individuals and groups involved in local communities have turned their thoughts to equipment as a first essential. There was the characteristic response, and there is now inspiring leadership, on the part of the manufacturers of gymnastic and play apparatus, that would settle all of our playground problems with a scheme of material appliances. Iron, steel and wood are clothed in verse and quotation in the catalogues of the manufacturer. The manufacturers, however, have rendered distinguished service as a propaganda agency in the American playground movement, and for that service we acknowledge our gratitude. Success in playground work, however, does not depend conclusively nor primarily upon material equipment.

A properly conceived and well arranged playground will contain a variety of apparatus, but the apparatus should not be looked upon as anything more important than the tent, ropes and bunting of the circus. Lasting interest attaches not to such material things of the circus, but to the human wonders who perform, and back of whom there is great organizing ability, a good business policy, tactful management, and vast knowledge of the history and tendencies of the human family.

It is impossible to discuss, in intelligent manner, the equipment of playgrounds without first setting up a perspective of the playground idea. Equipment is one factor only in the movement and a thoughtful sense of proportion and fitness must guide us in the treating of it. In every effort to establish, equip and maintain public playgrounds, there should be a logical plan of procedure. The Committee suggests the following as such a plan:

1. The starting point should be the organization of a committee, an association, or an expressed intention by a school board, park board, or other legalized body, to take up the work of providing playgrounds.
2. An investigation of the playground needs of the community and the cost of meeting the needs.
3. The securing of funds for purchase, improvement and maintenance of a definite number of playgrounds.

PLAYGROUND EQUIPMENT

4. The selection of playground sites through purchase, hire or gift.

5. (a) The employment (paid or gratis) of architectural and landscape experts, to give the sites selected proper treatment with reference to drainage, surfacing, embellishment, placing and construction of buildings. (b) The employment of a playground supervisor who will assist the architectural and landscape experts, by furnishing expert judgment concerning play spaces, lengths and breadths of courts for games, length of running and jumping paths, provision of storage places and proper places for electric lights, entrances and exits.

6. The selection of apparatus by the supervisor and not by a committee of laymen, nor wholly upon the advice of the manufacturer.

7. The creation of an administrative plan.

It will be observed that the selection of apparatus is placed sixth in the list of seven items of procedure. It will also be observed that the supervisor should select the apparatus.

While there are differences concerning the function and promotion of the movement in various cities, there is, we believe, in all cities, increasing appreciation of the fact that the success or failure of each playground depends very largely upon the supervisor in charge. Thus the Committee believes that since such responsibility rests upon the supervisor, he should be permitted to select his own tools with which to do the work entrusted to his care. They certainly should not be selected by those who know little or nothing concerning the operation of playgrounds.

There are many needs in the playground movement in each community, but the greatest need in every community is a supervisor who may give consecutive thought to *local problems*. The Committee on Equipment, therefore, urges as a first essential, the selection of some person to serve as a supervisor, not for one season only, but for a number of years. The policy of securing a different supervisor each season must be avoided if the playground is to be anything more than an experiment or a passing fad. In the cities and towns where playgrounds are operated for a period of only six to ten weeks in summer, one supervisor might be secured for at least a term of three to five years. A supervisor thus employed, though not an all year resident of the city or town in which the playgrounds are operated, will be able to give consecutive thought to

PLAYGROUND EQUIPMENT

the local problems, become thoroughly acquainted with the people of the community, and better able to demonstrate the possibilities of playgrounds.

STUDY OF EQUIPMENT

A wise manufacturer would not build and equip a factory until he had determined precisely what he wished to manufacture. Likewise he should at least formulate a plan of "cause and effect" before selecting playground equipment. If the thought is to present kindergarten work as part of a play program, then equipment should be selected in the light of kindergarten success and failure. If the thought is to present "intensive farming," a wide range of hand work with tools and materials, the care of a zoological pen, or a moving picture show, as part of a play program, then equipment should be selected with reference to promoting the use of the play spaces for the occupations and amusements that have been mentioned. The Committee, however, believes that its function, at this time, is to present a study of equipment in relation to a given area of ground set aside for out of door play, including games, stunts, and other youthful strivings for individual and group distinction through such physical expression as comes from the use of the larger or fundamental muscles.

A detailed study of playground equipment suggests at the outset, two major divisions of the subject:

Apparatus Accessories

By apparatus is meant the tools and materials by use of which the patrons of the playground derive much of their pleasure and development.

By accessories is meant the items of equipment which give conveniences and comforts, shelter and artistic effects, and the tools and implements which have to do with the upkeep and operation of the grounds.

The *amount* of apparatus to be placed in a given playground must be determined by the area of the space to be used for activities, the approximate number to be served on an average occasion, and the plans of the supervisor with reference to character of activities.

The *kind* of apparatus to be placed in a given playground must

PLAYGROUND EQUIPMENT

be determined by the ages and sex of the patrons, and again, by the plans of the supervisor with reference to character of activities.

The above statements concerning *amount* and *kind* of apparatus apply to playgrounds of any type; whether school-yard, public park, community or village playgrounds.

The question of values in apparatus, *i. e.*, whether a swing is of greater value than a horizontal bar, or whether a sliding board is of greater value than either a swing or a bar, may only be fully answered when the precise function of the playground is stated, and when the plan of operation is set forth in all detail. For general purposes, however, the following principle will serve in the selection of apparatus with reference to values. The principle is given as applicable in the selection of apparatus for any type of playground,—school-yard, public park, home, community or village playground.

A piece of playground apparatus is valuable in proportion as it does three things:

1. Gives the user pleasure.
2. Develops the users' muscles and nerves.
3. Develops in the user, skill, courage and physical judgment.

Thus, a piece of apparatus which merely gives pleasure, without contributing to the development of the muscular and nervous systems, cannot be said to be as valuable as one which does both.

Before selecting apparatus, consideration should be given to a division of play spaces. It is generally agreed, we believe, that children of both sexes, up to approximately ten years of age, may properly occupy the same play space. Above the age of ten, boys should be given a play space apart from the younger children and older girls. Girls above ten or eleven years of age may occupy the same play space with the younger children, but more satisfactory results are obtained when they, as in the case of the boys, are given a separate play space. The ideal arrangement then, is one of three separate and distinct play spaces. The next best arrangement is a separate play space for boys above ten years, and a second play space for girls of all ages and children of both sexes under ten years. The poorest arrangement, but one which has been made to serve a valuable purpose in many cities, is a single play space for both sexes and all ages.

PLAYGROUND EQUIPMENT

SELECTION OF APPARATUS RECOMMENDED FOR VARIOUS PLAY SPACES

ESSENTIAL OR VERY DESIRABLE APPARATUS

FOR A MINIMUM OR SMALL PLAY SPACE FOR GIRLS OF ALL AGES AND BOYS UNDER
TEN YEARS OF AGE

Size of area, approximately 100 x 200 ft. Less than one-half
acre.

Capacity, average occasion, 150 to 200.

1 sand court, 8 x 16 ft.

4 rope swings, approximately 10 ft. high

1 sliding board

2 giant strides

2 teeter boards or teeter ladders

4 sets of ring toss or quoits

A continuous supply of playground balls and bats, nets and balls for
various games, bean bags and similar articles

Approximate cost, purchasing of manufacturer, \$200.00.

The apparatus should be so grouped and placed that space for
games will be available without conflict. Perhaps the best arrange-
ment will be secured when the apparatus is placed at the outer
margin of the play space, thus leaving the center for games.

IDEAL LIST OF APPARATUS

FOR AN IDEAL PLAY SPACE FOR GIRLS OF ALL AGES AND BOYS UNDER TEN YEARS

Size of area, approximately 200 x 350 ft. Less than 2 acres.

Capacity, average occasion, 500 to 600.

4 sand courts, 8 x 16 ft.

Cement or wood shelves at the edge of sand courts for molding sand,
or playing such games as "Jacks"

1 wading pool, approximately 50 ft. in diameter

12 rope swings, approximately 10 ft. high

2 sliding boards

4 giant strides

6 teeter ladders

2 sets (5 rings in each set) traveling rings

8 sets flying rings

4 climbing ropes

4 climbing poles

1 set basket ball goals

4 vertical ladders



Photo by L. W. Hine

A COVERED SLIDE AT SEWARD PARK, NEW YORK

A long line of children is usually waiting

PLAYGROUND EQUIPMENT

4 inclined or slanting ladders

6 teeter boards

4 sets ring toss or quoits

A cement or wood platform for dancing, approximately 50 ft. square

A continuous supply of playground balls and bats, basket and volley balls, nets, bean bags and similar articles

Approximate cost, exclusive of wading pool and platforms for dancing, \$1,200.00.

A wading pool 18 inches deep and 50 ft. square may be constructed of cement for approximately 17 cents per square foot. The bottom and side walls of the pool should be approximately 7 inches thick.

The platform for dancing may be constructed of cement for approximately 13 cents per square foot. The thickness of the cement should be approximately 5 inches.

The apparatus should be grouped in such a large area as specified above so that the younger children may possess part of it almost exclusively. It would also be practicable to divide the space with a fence so that the larger girls might play more freely without having the smaller children in the way. In either case, the apparatus should be so grouped and placed that open space will be available for games.

ESSENTIAL OR DESIRABLE LIST OF APPARATUS

FOR A MINIMUM OR SMALL PLAY SPACE FOR BOYS TEN YEARS OR MORE OF AGE

Size of area, approximately 100 x 200 ft. Less than one-half acre.

Capacity, average occasion, 100 boys.

1 high jump set

1 broad jump set

1 pole vault set (2 poles, 1 ten ft., 1 twelve ft.)

6 hurdles

1 shot put set (2 shot, 1 eight, 1 twelve pound)

1 path ten ft. wide for straightaway running

1 relay race set (4 pedestals, boxes or baskets)

1 rope swing

1 horizontal bar

1 pair flying rings

1 trapeze

1 giant stride

1 climbing rope

1 climbing pole

2 sets quoits

A continuous supply of playground balls and bats

PLAYGROUND EQUIPMENT

Approximate cost, purchasing of manufacturer, \$400.00.

The apparatus should be so grouped and placed that space for playground ball and other games would be available without conflict.

IDEAL LIST OF APPARATUS

FOR AN IDEAL PLAY SPACE FOR BOYS AND YOUNG MEN

Size of area, approximately 200 x 450 ft. Little more than 2 acres.

Capacity, average occasion, 300 to 500.

- ¼ mile running track with 120 yard straightaway
- 2 high jump sets
- 2 broad jump sets
- 2 pole vault sets (6 poles, 2-10 ft., 2-12 ft., 2-14 ft.)
- 30 hurdles (adjustable to two heights, 2 ft. 6 in. and 3 ft. 6 in.)
- 4 rope swings
- 3 horizontal bars (1 low, 1 medium, 1 high)
- 2 shot-put sets
- 2 sets (5 rings in each set) traveling rings
- 4 sets flying rings
- 2 trapezes
- 2 giant strides
- 4 climbing ropes
- 4 climbing poles
- 4 vertical ladders
- 4 slanting ladders
- 2 teeter ladders
- 1 buck
- 1 horse
- 1 parallel bar
- 1 basket ball set
- 4 sets quoits
- 1 stop watch
- 1 revolver
- 1 50 ft. measuring tape
- 2 megaphones
- A continuous supply of playground balls and bats, basket balls, cross bars, and other miscellaneous articles

Approximate cost, exclusive of building of running track, \$1,500.00.

The terms "Essential," "Desirable," and "Ideal," also the lists of apparatus given, express the present preferences of the Committee. It is impossible to make any authoritative classification until a more intensive study of apparatus has been made. The

PLAYGROUND EQUIPMENT

apparatus listed has been found very useful and desirable in many playgrounds. Some of the pieces, however, such as teeter ladders, have caused many and serious accidents in some playgrounds, but have been perfectly safe in other playgrounds. It is thought that any supervisor or play leader will be able to eliminate from or add to the lists according to local needs. It will be observed that the above lists do not include specifications for baseball, swimming pool, tennis, hand ball and field hockey.

In the larger areas specified above it may be practicable and desirable to include provision for baseball, tennis, hand ball, field hockey and a swimming pool. In general, however, it is better to set apart ground for games like baseball away from the general play spaces equipped with apparatus, where groups are moving about freely.

For most boys a baseball field is an all-inclusive playground. To give real satisfaction, the area should be approximately 200 x 300 feet. Such an area will give four small diamonds with overlapping outfields suitable for small boys. One of the diamonds should be of double dimensions, or full size, for larger boys. It should be provided with an adequate backstop. Smaller backstops should be provided for the other three diamonds. Probably the smallest area that should be set aside for baseball is 100 x 150 feet. Such an area would make a fairly satisfactory baseball ground for small boys only. In the skating zone baseball fields should be so constructed that they will serve as skating ponds in winter.

For rules concerning areas for hand ball, tennis and field hockey, see the guide books on these games published by the American Sports Publishing Company, 21 Warren Street, New York.

A swimming pool, like a ball field, provides an all-inclusive and ever-satisfying play center for young folks. An out of door swimming pool, made of cement, can be constructed for about \$5.00 per cubic yard. The bottom and walls below grade should be ten to twelve inches thick. Thus, a swimming pool 50 x 60 ft., 8 ft. deep at one end and 3 ft. deep at the other end, may be built, where cement and gravel are not excessively expensive, for approximately \$10,000.00. To the cost of constructing the pool should be added the cost of constructing dressing booths and cleansing baths to be used by all before entering the pool. The maximum capacity of a

PLAYGROUND EQUIPMENT

pool of the dimensions given above is approximately one hundred and twenty-five. Changing groups every hour would, therefore, result in serving one thousand people in a day of eight hours' operation.

HOME-MADE APPARATUS

The question of home-made versus manufactured apparatus cannot be answered conclusively at this time. There is not enough information at hand to warrant unqualified statements. For the large cities with small play areas and a large number of patrons, the manufactured apparatus will be found most available, adequate, cheapest and best. Home-made apparatus may prove adequate in every way in the small community, but it is still an unanswered question as to whether it can be made cheaper on the ground than when purchased of and shipped in by the manufacturer.

There is much virtue in having the boys make their apparatus and equip their own playgrounds, in small towns and villages. That plan, however, is not so commendable for large cities where the factors of time, numbers and more complex responsibilities and relations with legal authorities obtain. In the effort to turn out home-made apparatus in the large playground system, there is also the danger of making of the playground supervisor a mere mechanic instead of a play leader, organizer and wise administrator. The best guide for making apparatus at home, or having local mechanics furnish the parts and work of installation, is "Playground Technique and Playcraft," by Arthur Leland and Lorna Higbee Leland. This book can be procured of the F. A. Bassette Company, Springfield, Mass.

When purchasing apparatus of the manufacturer a specification and guarantee should be drawn. Each piece of apparatus should be guaranteed for a period of two years or more against faulty construction, defective material, and poor workmanship. The manufacturers of apparatus are usually willing to present plans and specifications of what they will furnish. These should be inspected and passed upon by the best available authority.

The question of steel versus wood apparatus cannot be answered conclusively until we have had more experience with both materials in public playgrounds. Wood splinters and rots. Steel seems too hot on hot days and too cold on cold days. It also loses its galvan-

PLAYGROUND EQUIPMENT

ized surface in the large industrial center where the air is heavily laden with sulphur and other chemicals from furnaces.

Geographical location will often determine the choice. In some sections of our country wood is still much cheaper than steel.

MISCELLANEOUS ITEMS

So far as possible the apparatus should be at fixed heights and positions. Adjustable apparatus gives rise to quarrels and accidents.

Running tracks are usually surfaced with screened cinders and loam (black or clay), three parts cinders and one part loam, spread to a depth of three or four inches. The cost of surfacing per square yard is approximately ten cents.

Satisfactory dimensions for running tracks for minimum areas are as follows:

4 laps to the mile center line	167 ft.	Radii 125 ft.
5 laps to the mile center line	135.3 ft.	Radii 125 ft.
6 laps to the mile center line	278.2 ft.	Radii 103 ft.
8 laps to the mile center line	168.2 ft.	Radii 100 ft.

The best way to drain a ball field is to make the area slightly *convex* and only *concave* at the edges where catch-basins should be placed.

ACCESSORIES

Playgrounds should be provided with toilet rooms unless the grounds are immediately adjacent to school or other buildings with available toilet facilities. Any toilet rooms thus provided should be well ventilated and of perfectly sanitary construction and equipment. Careful supervision of the use and cleaning of toilet rooms should be exercised.

Drinking water should be provided by means of a sanitary drinking fountain where the use of a cup is dispensed with and the crest of a bubble only is taken into the mouth.

If possible, shower baths should be provided. A bath at the end of a hose is better than no bath. The bath house might be nothing more pretentious than four walls of canvas without a roof. The floor should be a lattice work of wood placed over a catch-basin to carry off the water rapidly. An adjoining canvas room should be provided as a dressing-room. Its furniture should be three benches, and strips of boards on three sides filled with pro-

PLAYGROUND EQUIPMENT

jecting nails to serve as clothes hooks. Such a shower bath is far better than an unsanitary bath in a basement with poor light and worse ventilation. If shower baths are provided in a building they should receive the same thoughtful care as the toilet rooms are given, or should be given.

In the children's playground seats should be provided for mothers and caretakers of small children. They should be placed near the sand courts.

Shelter from the sun should be provided in all playgrounds, but more especially in the girls' and children's playground. This may be supplied by the use of shade trees, vines trained over a trellis, canvas stretched over a supporting frame of wood or iron pipe.

Shelter buildings, of pavilion-like nature, capable of holding many people in time of sudden rain storms, are desirable accessories; and the same buildings should contain offices and store rooms.

Planting and other artistic treatment of the playground should be given thoughtful consideration and certain action. It is in no sense "nature-faking" to beautify a playground. The fence, gates, posts, shrubs and plants should be used, not only to make an attractive place in which to play, but for the message they convey, which is often carried to the home. We all know that dirt rubs off if water and soap are supplied and placed in contact with the dirty hands and faces of the children. Likewise, cleanliness, art and beauty rub off when supplied in the playground.

The upkeep and general care of the playground will require numerous implements. Rakes, shovels, a lawn roller, crowbar, wheelbarrow, garden hose, hammer, wrench, saw, pliers, screw-driver, sledge-hammer, mallet, step-ladder and brooms will be needed. In the skating zone snow plows and ice scrapers will also be required.

In large areas water taps should be placed at regular intervals so that a hose may be attached for sprinkling all parts of the playground in dry weather.

If the playground is to be at the service of the working boys and girls it should be well lighted at night. Electric light wires carried under ground are better than those carried overhead, for the latter usually interfere with activities and are more dangerous.

PLAYGROUND EQUIPMENT

A first aid equipment should be accessible at all times.

Bulletin boards should be placed at the entrance of all play spaces upon which may be placed rules and announcements.

E. B. DE GROOT, Chicago, Ill., Chairman.

C. T. BOOTH, Minneapolis, Minn.

GEORGE W. EHLE, Madison, Wis.

THEODORE A. GROSS, Chicago, Ill.

LEE F. HANMER, New York City.

DAVID I. KELLEY, Newark, N. J.

WILLIAM A. STECHER, Philadelphia, Pa.



EDWARD B. DEGROOT

General Director of Field Houses
and Playgrounds, Chicago
South Park Commissioners

Few men in the United States are as well qualified as Mr. Edward B. DeGroot to write on the subject of playground equipment. The Chicago South Park playgrounds have gained a world wide reputation and have challenged the admiration of all who have heard of them.

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Vol. IV. No. 10

January, 1911

The Playground

Recreation and Industrial
Efficiency



Photo by L. W. Hine

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Published Monthly by the

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RECREATION AND INDUSTRIAL EFFICIENCY

ERNST HERMANN

Cambridge, Mass.

Industrial workers need recreation and all-round muscular activities to develop and maintain mental, moral and physical efficiency. In some factories over 85 per cent. of the employees are under twenty years of age. The labor of children under fourteen years of age is hardly less serious than the one-sided, monotonous, physically inactive life of the adolescent boy or girl of fourteen to twenty years who labors in the modern factory.

In order that we may appreciate the importance of the recreation problem for these employees let us consider the following figures:

MASSACHUSETTS CENSUS OF 1905

Children engaged in gainful occupations:

Age Periods

10—15 years	23,329
16—20 years	178,657

Of this number 116,297 were working in factories.

UNITED STATES CENSUS OF 1900

Total number of boys 10—15 years.....	4,852,427
Engaged in gainful occupations.....	1,264,411 or 26.1%
Total number of girls 10—15 years.....	4,760,825
Engaged in gainful occupations.....	485,767 or 10.2%
Total number of boys 16—20 years.....	3,716,714
Engaged in gainful occupations.....	2,855,425 or 76.8%
Total number of girls 16—20 years.....	3,837,857
Engaged in gainful occupations.....	1,237,967 or 32.3%

Of the 7,554,565 youths of adolescent age, 4,093,392 were engaged in gainful occupations. Experts agree that the percentage of young people employed has risen greatly since 1900.

Careful attention to the problem of the adolescent factory worker will reduce the number of patients in our hospitals and insane asylums, the amount of tuberculosis in our cities, also the death rate, and increase the average length of life. In Germany

RECREATION AND INDUSTRIAL EFFICIENCY

fifty per cent. of the factory employees succumb to pulmonary tuberculosis. Dr. A. Key of Stockholm, Dr. F. A. Schmidt of Germany, and Dr. Hertel of Copenhagen, consider the main cause for this condition to be the fact that young employees get too little all-round muscular exercise, so that the growth of the heart and lungs is prevented. The development of the heart and lungs depends largely upon the physical activities of the growing child. Consider the proportional annual growth of the heart and lungs of the child from six to fourteen years and the child from fourteen to twenty years:—

ANNUAL GROWTH OF THE HEART

- 7—14 years—5.6 to 7.6 cm.
- 14—20 years—19 to 30 cm. if adolescence covers five years.
47.5 to 75 cm. if adolescence covers two years.
95 to 150 cm. if adolescence covers one year.

The most marked change in the relation of the size of the heart to that of the aorta takes place during the period of development into maturity. The heart actually doubles in size during this period while the aorta gains only about one-fifth in size.

ANNUAL GROWTH OF LUNGS *

- 7—14 years— 45 to 50 cm.
- 14—20 years—100 to 140 cm.

These figures show us the enormous growth of the heart and lungs during the period of adolescence. We are all familiar with the rapid growth of the skeleton and the muscles of the adolescent child.

Play, games and physical training have become a necessity for school children if health and future intellectual efficiency are to be obtained. Lack of sufficient muscular activities will retard the development of these organs, which are of the highest importance to the development of all the rest of the organs and their functions. If the growth of these organs is arrested, the child becomes an easy prey to disorders and diseases, full development cannot result, and efficiency, present and future, is impaired.

To my mind there cannot exist anything more mind and soul destroying than modern factory piece work,—to produce hour

* These figures are taken from Prof. Dr. F. W. Benecke's book, "Die Anatomischen Grundlagen der Konstitutionen—Anomalien des Menschen."

RECREATION AND INDUSTRIAL EFFICIENCY

after hour, week after week, year after year, only a very small piece of a piece. The adolescent in the factory sits from eight to ten hours at some of the most monotonous work usually with the constant noise of machinery, the possibility of accidents ever present, seating accommodations none too good, and often the standards of light and air much inferior to those of the schoolroom. Thousands of women, ten hours each day, have no more movement than the raising of the hands a few inches, a few degree's flexing of the ankle joints and a slight outward movement of the knees. Hyperemia of the pelvic region is caused thereby. Vital changes in body and mind are taking place. These changes materially affect adult health and happiness. Can you wonder at the prevalence of female disorders after girls have had a few years of such life? The adolescent girl is in that period of development on which depends to a large degree her entire future health and happiness. Prolonged mental and physical, one-sided strain during adolescence is particularly harmful. During adolescence further growth still depends primarily upon all-round muscular activities, yet the limited muscular movements of many factory workers are in reality automatic in character and usually affect a very few groups of muscles.

We know that compulsory physical education is an absolute necessity in the life of our school children—that playgrounds are necessary for them. All children, however, during adolescence are not in attendance at the high school. The rational employment of boys and girls at the adolescent age will add materially to the general welfare. The adolescent factory worker must have opportunity for recreation and for all-round physical activities.

Our cities are beginning to recognize this need and to provide municipal gymnasiums, baths and recreation centers. The dance halls properly constructed and managed are a most valuable antidote for the great dangers of limited muscular activities on the part of factory employees. When work is made mentally and physically monotonous and one-sided, fatigue is greatly increased, joy and fun are taken out of work. We must bring joy back. The playground in its broadest conception is the only practical means of counteracting the monotonous drudgery of factory life. It surely is poor economy to neglect during adolescence workers whose education has already cost us millions of dollars, particularly when our neglect may entail lessened efficiency and productivity for life.



Photo by L. W. Hine

A PEANUT PARTY AT A CHICAGO RECREATION CENTER

"Play is its own excuse for being. It is for its own sake, not for an ulterior object."

THE POSSIBILITY OF RELIEVING THE MONOTONY OF FACTORY WORK *

ROSE PASTOR STOKES

New York City

The number of women reported as engaged in industry in New York State for the third quarter of 1907, as given by the Department of Labor is 13,401, this being the largest number reported for any period that year. The large majority of these women were engaged in textile, clothing and tobacco manufacturing industries.

In New York State the average earnings of the organized women in the clothing and textile industries in 1907 was \$31 per month. According to the Bureau of Statistics of Labor and Industry in New Jersey for the year ending October 31, 1907, the period of great prosperity just preceding the recent panic, the average wages per employee in the silk, woolen and worsted industries was \$30 per month in the silk goods industries and \$32 per month in the woolen and worsted industries. The average earnings in the cigar and tobacco industry was \$24.50 per month. Despite these exceedingly low wages, the industrial year 1907 was exceedingly prosperous from the employers' standpoint. Nearly all of the factories were in practically constant operation, the average number of days in operation during the year being 289 out of the 305 days available (Sundays and holidays excluded).

The following year, the year of industrial depression in 1908, the average monthly earnings of men and women employed in the textile industries was \$37. The women's wages were approximately \$1 per day. Only one in four of them received as high as \$10 weekly during the periods of employment. They were unemployed on the average of about one-fifth of the time (Sundays and holidays not included).

According to the Massachusetts Report on the Statistics of Labor for 1908, less than 6,000 employees were found who had had their wages increased during the year, whereas more than 95,000 were found whose wages had been reduced, the average reduction being more than \$1 per week.

* Address delivered at the Fourth Annual Congress of the Playground Association of America, June 8, 1910.

THE MONOTONY OF FACTORY WORK

The textile industry of Massachusetts comprised in 1908, 379 establishments. The value of goods produced was \$270,000,000, of which \$160,000,000 represented the value of the raw materials and other stock used. Despite the depression, new wealth that year to the value of \$110,000,000 was thus produced by the workers in these establishments. For producing it the workers received \$66.-338,000, or approximately 60 per cent.

In New Jersey, for the prosperous year of 1907, the output of 2,111 manufacturing establishments was \$705,000,000 of which there was expended upon raw materials, etc., \$428,000,000. The new value created by the labor of the workers in these industries thus approximated \$277,000,000. In payment for creating this product the workers received but \$131,500,000, or 47 per cent. of the value of the product.

As things are at present the factory workers of the United States, men and women alike, create by their labor new wealth to the amount of about double what is paid them in wages; this in addition to producing all the wealth required to pay for raw materials, depreciation, wear and tear.

Factory life is monotonous and usually detrimental to health and strength, because of the conditions under which factory work is carried on. These conditions are needlessly bad. The conditions prevailing in the industries that give employment to the large majority of the women employees in New York State, *i. e.*, the clothing, textile and tobacco industries, are particularly detrimental to comfort and health. It is notorious among statisticians that the textile industries produce appalling rates of mortality among the workers engaged in them.

According to the census of manufacturers for 1905, 40.6 per cent. of the workers employed in the manufacture of cotton textiles in the United States were women and 12.8 per cent. were children. To quote from Bulletin No. 79 of the Bureau of Labor, "Every process from the so-called 'opening' of the cotton in the picker room to the carding, spinning and weaving, involves a more or less considerable degree of exposure to the inhalation of vegetable fibre dust. The health aspects of the industry are complicated by other injurious factors besides dust, of which high temperature, excessive humidity, atmospheric electricity, noise, eye strain and defective ventilation are the most important." Arlidge, a distinguished

THE MONOTONY OF FACTORY WORK

authority upon occupational diseases, is quoted in the Bulletin as saying: "The dust of cotton is an irritant" that produces symptoms "not inappropriately termed 'industrial phthisis.' Moreover," he says, "inherent diseases of the lungs, such as abrupt bronchitis and pneumonia, often arise and terminate life; and true tubercular phthisis is no uncommon cause of death."

The same Bulletin quotes other authorities as showing that the cotton fibres "become lodged in the crypts of the tonsils, thus becoming a cause of constant irritation and giving rise to what is termed in some sections 'weaver's tonsils.'"

According to recent report of the Massachusetts State Board of Health on dangerous trades, quoted in the same Bulletin 79 of the United States Bureau of Labor, "In some weave rooms the air is so filled with minute bits of dust as to present a hazy or smoky appearance throughout the room, and parts of the room are covered with the small particles which have settled thereon."

"It has long been known," says the same report, "that work which involves more or less constant confinement in a dusty room predisposes to the development of diseases of the lungs, especially of pulmonary consumption; but only in recent years, through the science of bacteriology, has the medical profession and the public been enlightened as to the specific cause of consumption and the method of its dissemination among the susceptible."

Throughout the United States, in the census year of 1900, 23.50 per cent. of all deaths among male textile workers were from tuberculosis (a similar rate prevailing among the women), whereas in the general manufacturing and mechanical pursuits the death rate from tuberculosis was only approximately one-twelfth as large. In Rhode Island, from 1897 to 1906, 27.3 per cent. of all deaths in the textile industries were similarly from tuberculosis, and tuberculosis is everywhere recognized to-day as a wholly needless and readily preventable disease, caused by bad environmental conditions, chiefly in homes and workshops. In the tobacco industry, which next to the textile industry is the chief employer of women in New York State, conditions are similar.

According to the experience of an industrial insurance company, quoted as reliable in Bulletin No. 82 of the Bureau of Labor, about 35 per cent. of all deaths of the employees in the tobacco industry are due to consumption, whereas mortality statistics of the

THE MONOTONY OF FACTORY WORK

United States census indicate a mortality from consumption in the population at large of about 15 per cent. The conditions amid the tobacco workers are such, then, as to cause more than twice as many deaths from consumption among them as among workers in general. The conditions among the employees in the tobacco industry in the United States during the years 1897 and 1906 were such that 48.4 per cent. of all deaths occurring among them between the ages of twenty-five and thirty-four were due to consumption.

In the year 1890, 49 per cent. of all deaths in the Cigar Makers' International Union were from consumption. The Cigar Makers' Official Journal of September 15, 1906, is quoted by the Bureau of Labor as assigning, as the direct cause of this great mortality, "low wages, long hours and unsanitary shop and home conditions, caused by inability to procure proper food, clothing and home conditions." "This opinion," declares Bulletin 82 of the Bureau of Labor, "is in accord with the views of many foreign authorities who have considered the sanitary conditions of employment in cigar factories and who attribute the relatively high death rate more to the conditions of work; neglect of sanitary precautions, long hours of labor, low wages and employment of women and children than to the tobacco dust itself or to the presence of nicotine in the atmosphere.

It seems to me apparent that the best, the surest, and safest way to relieve the monotony, as also the danger, of factory life lies in the workman's co-operation to that end. Democratic control of industry would drive monotony, danger and poverty out of the lives of factory workers.

THE RIGHT TO LEISURE

MARY E. McDOWELL

University Settlement, Chicago, Illinois

The Playground Association of America is called to help secure the "Right to Leisure," that right which the weak in the industrial world cannot secure for themselves. We dare not wait for that "far off divine event" of Socialism in order to ameliorate the condition of the machine ridden men, women and children. We must begin now to gain for them the right of the Saturday half-holiday and the Sunday rest.



CAREER CENTRE P.S. 20 MAN.
ORCHESTRA.

Photo by L. W. Hine

WHEN YOUR LEISURE HOURS ARE HAPPY, YOU DO MORE AND BETTER WORK DURING YOUR HOURS OF LABOR

THE RIGHT TO LEISURE

This right of leisure has been fought for by organized workers for half a century, and only within the past year have the miners in England secured an eight hour day. Twenty-seven states have passed laws limiting the working hours of labor for women, and the Supreme Court of the United States has decided that this is constitutional.

We are living in a day when girls run machines that use ten instead of one needle and sew 4,400 stitches a minute, and make 2,000 yards of tucking a day. A girl in a laundry irons 500 shirt bosoms a day and to do this she must tread the mangle 3,000 times, stand on her feet ten hours and hold her arms out even with her shoulders all the time. When we consider the effect of such a strain upon young women, we are compelled to throw our influence for a shorter work day and a Saturday half-holiday, which will insure from this strain a respite of at least forty-two hours of continuous rest.

When I want to give the packing house girls a picnic in summer it has to be on the Sabbath Day. I am sorry to say that very few country places are open to us on that day. If the religious people could know the recklessness born of the fatigue that comes to a girl who has painted thousands of cans of meat in one week, they would do anything to give re-creation to these tired girls, even on the Lord's Day. This pressure and strain is unnatural, and youth protests against it in many ways. I know a bright girl eighteen years of age, who works in a room smelling of turpentine, painting and labelling thousands of cans a week. By Saturday night she grows reckless. Once when her older friend begged her not to go to a certain objectionable garden, she expressed unconsciously the protest of a young nature in an unnatural environment, when she said: "I'm so tired when Saturday night comes I don't care a damn where I go."

In the light of this evidence which comes to me daily I must conclude that we have an obligation to secure more leisure and recreation for the factory workers, that they may be saved from the dehumanizing effect of machine work. Play and recreation will transform the tragic protest of youth against these unnatural conditions into sane and wholesome living. We may get a playground and an ethical dance hall in every block, but unless we pro-

THE SMALL CITY RECREATION PROBLEM

tect the young from the ill effects of long and monotonous work, they will not use our recreation places in the way we hope for.

Youthful energy is dangerous stuff when it is bottled up for ten to twelve hours every day. And this seems to me legitimate work for the Playground Association,—to secure an outlet for this youthful energy and thus prevent the overstrain resulting from this pressure.

THE SMALL CITY RECREATION PROBLEM

FRANCIS H. McLEAN

Field Secretary, Charity Organization Department, Russell Sage Foundation

It has been my lot during the last three years to examine in detail the social structure of some forty or more of the smaller cities of the country. The population of these cities varies from 10,000 to 100,000, the maximum being exceeded in a few cases. They are, with five or six exceptions, situated east of the Mississippi, and are well scattered, there being none, however, in the New England States. In addition to these, I have also visited ten or more cities whose population varies from 150,000 to 750,000; but though what I have to say does, I believe, have bearing upon conditions there also, I want to limit this presentation strictly to the smaller cities. It was an evening in the early fall, just after the closing time of most of the stores, when I was introduced to the first of these smaller cities, after a period of several years' residence in two of our great cities. On a long street, the principal one of this city of sixty thousand, were many two- and three-story buildings of varying ages, with occasionally a higher and more modern one. Brilliant patches of light here and there emanated from the saloons, from the moving picture shows, and ten cent theatres, and from a few billiard halls. Soon one came to the end of the light, and plunged into quieter byways. Although there was a little public square, it was not pleasant to sit in, and it seemed as if the general life of the city night centered around these two social agencies, the saloon and the moving pictures. Nor were first impressions dimmed by my further observations in that city and in all the others.

THE SMALL CITY RECREATION PROBLEM

I recall another little city of 25,000 in a prohibition state, where only really and truly light drinks were being served. Here the five cent and ten cent shows were few in number, and there was no near-by park, though the streets were broad and pleasant. Here, also, was the library, which was catering to only one kind of person, the real reader, the real reader by nature and training. It was a mill town, and one liberal minister had just waged a losing fight to induce the Young Men's Christian Association to relax its rules and make its beautiful new mansion a center for a splendid big workingman's club. In another far northwest city there was not even a park; and so careless had every one been of recreational opportunities, that there was no trolley to the great lake shore, only a mile or two away. In a thriving southern city of 30,000 or 40,000, appeared ghastly posters advertising in the five cent places, pictures showing "Death in a Submarine."

So the story might be repeated over and over again. It is really monotonous, the recreational economy of our smaller cities. It will be understood, of course, that I am speaking of pure recreation and not of education, and I am speaking of recreation which affects large numbers of people, not simply special groups. It is not the culture of the select that matters in these days, but the sane culture of the many. I shall not speak, therefore, of the many special educational opportunities offered by the Young Men's Christian Association, and other organizations, as well as by libraries. And as to the libraries themselves, granting all that may be said about their tremendous influence, now that they are increasing so rapidly in numbers, I am still obliged to submit respectfully that it is only in the larger cities that they have gone much beyond their primary function of serving those whose inclinations naturally turn to books.

We may narrow our problem by withdrawing from consideration summer amusements, where the tendency is plainly in the direction of variation, for we find most cities have a trolley park as well as a city park and many are blessed with professional baseball as well as amateur games and other athletic sports. While much of the incidental entertainment furnished in private parks is far cruder than it need be, and while much

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of it is entirely unæsthetic, still the summer time in the country east of the Rockies is not a time in which to talk "improvement." The really sad part about the small amusement park is that it lacks the variety which at least the moving pictures have. One can imagine that it would easily pall. There is plenty of room here for the development of originality and enterprise, making a little capital go a great ways, or making large capital travel to many places. Possibly a syndicated effort by some leading amusement managers may indicate the way for variation and sprightliness, and the constant revival of public interest. In time we may not have the same old thing at the same old stand. On the other hand it is lamentably true that some of the old tried and true recreations, such as the outdoor concerts, are lacking in some cities. I remember well the impression of numbers given by the three thousand or four thousand people who seek the shadows of the great Greek Theatre in Berkeley at the weekly popular concerts which have been given there during some summers. Now, of course, every city is not a university town, nor has every great city one twelve miles away, nor have our cities a large amount of surplus capital. Notwithstanding, it is evident that in most cities there is no adequate sense of responsibility for recreation.

The trouble has been that with the restrictions placed upon individual activity in small city life, so far as municipalities themselves are concerned, there has been no adequate return in recreation. When one turns away from the few brief summer months, then one runs up abruptly against a considerably more restricted range of amusements. Even the theatre exercises very little influence. The attractions are more or less infrequent, and the playing more or less good, a few having the advantage of a gymnasium in a Young Men's Christian Association.

On the other hand, we have certain tendencies which, if over-emphasized in our American schools, will tend to still further contract, rather than expand, our æsthetic ideals. They may even influence those nationalities which have a natural bent toward adding those few touches to life which mark the difference between the crude and the polished. We refer, of course, to the current belief that utilitarian standards should govern education,—make the boy a good artisan; make the girl

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a good home-maker,—that is the ideal. Fundamentally it is a true concept, and yet, if it leaves out entirely the question of culture we are going to have unimaginative pleasure seekers and poor citizens who will be absolutely non-creative. I believe most thoroughly that with the attention we now give to manual training and trade training and domestic science, we must look to our public schools for a better grounding in the arts, especially in drama and music.

I believe the relation of the public schools to the development of popular recreation indicates another and even more important function; but before going into that, let us see what are the one or two essentials to be considered in that development. I believe the first one is that we must have forms of recreation which bring some real, solid and additional interest into life from week to week and from month to month, rather than those forms which find expression only at long intervals. Carnivals make excellent desserts, and can be considered in no other light. Much hope has been expressed in the development of the historical pageant in the United States. I doubt not all who read this unite in the earnest desire that these may grow in numbers; but it is not probable that they will ever become part of the recreational program of the smaller city. The folk dances on the playground and the "old home week" are the nearest approaches. "Old home week" becomes pretty much like work before the week is over. You cannot expect, however, that young men and women who have graduated from the playgrounds, and older men and women, will be satisfied with the occasional feast. There must be offered more frequent recreational advantages, those which come once or twice a week, or once or twice a fortnight.

The next essential is the enlargement of the social conceptions of those from whom leaders may be chosen. This may be brought about through the local playground associations, or other organizations interested in community development. Two groups of people particularly should be interested. First, the musicians because the musical art is, all in all, the most popular one, and requires less equipment for expression than do some of the others, and because there are musicians in every city, while there are not always actors, or professors of the

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other fine arts. The second class to be particularly interested are the college men and women, not so much because of their education, but because of the habits of sprightly entertaining which they have brought home with them. It does not take a trolley park or any other alien thing to make a college town interesting. While the profuse use of paint or the kindly redistribution of gates and signs are not capable of transplanting to the ordinary humdrum city, there still remains a considerable ability in the ordinarily successful college man or woman to find and develop real recreation out of not much more than nothing. There is such a thing as deftness in developing recreation; and this college people possess, though not exclusively. Then, too, these college people have gotten some social concepts in their minds, and find it hard to realize any of them. They cannot go into the social field permanently, nor give much time to it. They feel the lack of real life experience in their town. Just here, however, is a field into which their experience fits very well, and it is a field which is crying for development.

Having considered these two essentials, frequency of events, and two special groups who should be interested, I should say that the only hope of any real development in the smaller cities, lies in the utilization of the public schools, and of their becoming real community centers. One cannot hope to consider separate public undertakings, such as the building of municipal theatres, for instance; nor is it possible to project private enterprises without the aid of these natural centers. What is wanted is not one great big center, but centers where there are many people; and wherever there are many people, there you will find the public school.

The progress made in the use of public school buildings has been, excepting in a few cities, a timid one. There has been insistence upon some presumed educational benefit, and as a consequence all sorts of things have been called educational. But those who go to any board of education with a proposition for enlarged popular recreation, should emphasize recreation, and the fact that public taxes pay for the schools. Incidentally, good recreation is educational; but the sort of program which would have to be developed in an experiment of this kind, would be a most vague one at the start, because of the necessity to

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ascertain just what the immediate community would seek. In view of the well nigh universal interest in music, my first experiment, if I were trying but one of these centers, would be the organization of one or more large singing classes or choruses, following with radical modifications, possibly, the People's Singing Classes in New York City. Here the aid of the musicians would be required. These classes with their rehearsals and recitals would add considerably to the recreational opportunities of the whole neighborhood.

There will, of course, be other developments along musical lines, but I believe that as a foundation there should be the creation all over the land of these great popular choruses. The interest in music is universal. It is found in conjunction with moving picture shows, and with every other form of popular entertainment. It needs only cultivation, in order to enrich the recreational life, especially of the smaller cities. Though there be picked groups of singers, an opportunity should be provided for all who have any voice.

I am not going to venture further in a program which in each case must be based upon what the individual community wants. The trouble in the past has sometimes been that a program definitely prearranged has been foisted upon a community without due regard for the special wishes of the people making up the community life. There must be in every community keen-sighted people who will realize the importance of choosing the best advisers. Dr. Stanton Coit's idea of the real neighborhood settlement, the co-operative undertaking, should be infused into this plan, even though it involves only the question of recreation.

It should be possible to make use of the other arts, excepting possibly painting and sculpture. For the enjoyment of these almost no opportunities are open in the small cities. Moreover actual participation is much more difficult to manage than with the other arts, excepting, of course, literary composition, which we need not consider. It is what we may call the participating arts,—music, the drama, and elocution,—wherein are to be found the most richness. Beyond lie all the possibilities of variation in game and indoor play, in which the college people ought to be able to lead.

THE SMALL CITY RECREATION PROBLEM

The use of buildings, the fuel, the light, ought to be paid from public funds, and other incidental expenses by the neighborhood association, if possible. This item of expense is an important factor to be considered. Any form of recreation which must rely permanently upon subsidies of any sort, is in a precarious condition. There must be neighborhood support for a neighborhood recreation. With reference to the popular choruses, there is this additional fact in their favor; namely, that they need not be expensive. Doubtless whatever gymnastic facilities school buildings provided would be available, but the number of people who, under the most favoring circumstances, could make use of a single gymnasium, would not justify in the first stages of the game at least, any additional gymnasiums, especially considering the cost of apparatus. I am trying to work out a practical, not too expensive plan, which will not break down when the first difficulty arrives. What has been suggested simply affords a tentative beginning for the small city. Long consideration of the needs of the small city convinces me that it has promise and practicality. In our education and in our civic life we must cultivate more comprehensive recreational and æsthetic standards.

The popularization of the arts must be attempted as a serious thing, not merely as a pleasant hoity toity side issue. There is no use talking about a clean city, if enough safety valves are not around somewhere. Aside from this purely economic consideration enough civic pride is being developed to induce cities to make an effort to become pleasanter places to live in. This civic pride has sometimes worked out in æsthetic adornment, and boulevards. It must take a turn now towards public recreation. When we all set our minds to it, who knows what possibilities may not be developed in this field?

Whatever tentative plans may be tried out, my conclusion now is that it must involve the use of public school buildings, and the further popularization of the most popular art of all, music.



Photo by L. W. Hine

SINGING SOCIETY IN A CHICAGO RECREATION CENTER

EVENING RECREATION CENTERS*

CLARENCE ARTHUR PERRY

Department of Child Hygiene, Russell Sage Foundation, New York City

Across the deserted spaces of Tompkins Square Park a January storm was sweeping. The benches were empty; the iron play apparatus stood stark and useless within its enclosure, while, further on, the chutes, swings and sand-heaps furnished sport only to the chilling night winds. A few persons, tight-buttoned and shivering, were moving rapidly along the asphalt walks. One passer-by, however, struck by the sharp contrast between this scene and the one which had greeted his eyes during a former visit to New York in the month of July, stopped and looked about.

Then the benches had been filled with tired men smoking their evening pipes and women watching their babies in nearby go-carts, while in the less illuminated spots young couples were engaged in conversation. On the playgrounds noisy, happy children were climbing and swinging or digging in the sand. The grass-plots were occupied by groups of tiny toddlers attended by their older sisters and, here and there, an exhausted laborer lay stretched out on a newspaper fast asleep. It had seemed on that warm night as if the bursting tenements which hemmed in the park had overflowed, depositing their cramped and perspiring inmates upon its hospitable sward.

As now the traveler started down East Ninth Street he wondered how that surplus humanity was stowing itself when the summer annex to its living abode was no longer habitable. The tenements were no larger and their occupants no fewer than they had been in July. Where could the boys and girls of these homes find space for recreation on a winter's evening? This question, made all the more insistent by the sight of narrow buildings, small windows, ugly fire-escapes and garbage receptacles—placed in front because there was no driveway to the wretched court in the rear—was still pressing for an answer when his attention was attracted by a five-storied edifice of brick and stone whose dignified architecture contrasted strangely with the surrounding squalor. The two end wings of the building came out to the sidewalk and were

* Portion of one chapter of "The Wider Use of the School Plant," by Clarence Arthur Perry. Charities Publication Committee, New York. 1910. Price, \$1.25.

EVENING RECREATION CENTERS

connected by a high brick wall that was surmounted by an ornamental stone coping. In the middle of this wall was a wide gateway approached by several steps leading up from the sidewalk through which could be seen a small courtyard and the central part of the building. The ground floor and the one above it were brilliantly lighted. Some boys came running up the steps and passed on towards the main entrance. The building was plainly a school house, but these lads did not have the appearance of evening pupils and so, driven by curiosity, the passing stranger followed them inside.

The entrance room, pleasantly warmed by steam radiators, appeared to be as wide as the building, but though entirely devoid of furniture the effect of its natural spaciousness was lessened by heavy pillars which supported the upper stories and broke up the vast concrete floor into more or less distinct sections, every one of which was now occupied by an animated group of boys. Immediately in front a number of youths standing in a circle were passing a ball as large as a pumpkin, back and forth, while a lad in the center attempted to intercept it. Just beyond, a pre-occupied group was engaged in a game of shuffle-board. Over on the right a dozen boys took turns at tossing rings of rope, each aiming to pitch his quoit over the point of a stake which hung in a frame at the middle so that it oscillated back and forth. Nearby was a quartette of youngsters with toy racquets playing ping-pong around a long table.

A room on the right was equipped as a gymnasium. At one end two lines of eager little fellows stood waiting their turns to participate in the lively potato race then in progress. To give the event novelty the clean, well set-up young man in jersey and "gym" trousers who was conducting it, had each pair of starters lie face up on a mat at the head of the lane through which they were to run. When he cried "Go!" they sprang to their feet and darted for the potatoes with the greatest agility. The contestant who first finished gathering his vegetables into the waste-basket set at the starting-place made a score for his side which was chalked on the floor amidst the lusty cheers of his co-players. Across the room was a line of older boys following their leader in a series of "stunts" on the horizontal bar while at the farther end others amused themselves vaulting over a buck or swinging on the flying rings. "At

EVENING RECREATION CENTERS

seven-thirty, when the boys first come in," explained the teacher, "they are allowed a few minutes of free play. Then we put them through a stiff setting-up drill. All-round development is our aim."

The visitor was next conducted through the main hall to a more brilliantly lighted room in the rear which was comfortably filled with groups of boys sitting round small stands and tables. Some were playing checkers while others were deep in the intricacies of chess; parchesi, authors, geographical and historical card games were also in use, and so intent were most of the players that few noticed the presence of spectators. This was called the "quiet-games room." In the farther end was a long table at which sat a number of youths poring over magazines and newspapers. Nearby a businesslike young man was recording and giving out books to some eager lads standing in a line which was being constantly replenished by those who had made their selections from the shelves. One carried off "Robinson Crusoe" while the next received "The Boys of '76." "Treasure Island" was obtained by a third, and a youth of more serious mien asked for a book that would help him prepare for the civil service examinations. The books formed one of the traveling libraries which belong to the New York Public Library and were changed at regular intervals.

The left wing of the building contained an immense room similar in appearance to its counterpart but entirely without apparatus or mats. Except for ten active fellows in jerseys, short pants and rubber-soled shoes, and a man with a whistle, its floor was clear of persons up to the fringe of spectators, one or two rows deep, that lined its edges. High up on the end walls were the familiar iron hoops and twine nets which constitute the narrow goals of basket ball. At that moment the rush of the players was halted by the shrill whistle of the referee and a curly-headed youth was given the ball to make a "try" for the goal because of a "foul" committed by the other team. The ball struck the hoop, circled around it and finally dropped through the trailing net. Thereupon the crowd in the opposite corner emitted a deafening outburst of cries, cat-calls and applause. "Those are the Wingate rooters," remarked the principal. "That point ties the score."

"And who might the Wingates be?" asked the visitor.

"One of our clubs. Their team is defending this goal while those representing the Saranac Athletic Club have the other. You

EVENING RECREATION CENTERS

see all the fellows who come here are asked to join a club. We have now twenty-two of them. After these fellows get through, the Young America and the Roosevelt clubs will have a chance to play and meanwhile the Cosmos and the Levity clubs are having their turn in the gymnasium. By organizing the boys into societies we are able to arrange a schedule whereby everybody has an opportunity to enjoy systematically all of the privileges. My staff consists of two gymnasts, one game-room teacher, and one club director. There are 475 boys and young men in the building this evening and the benefits they receive cost the tax-payers about four cents apiece."

After ascending a flight of stairs the visitor and his guide passed down a long corridor and presently found themselves inside of an ordinary class room. The teacher's place was occupied by a young man with a gavel, while at his side sat the secretary writing in a blank book. Scattered about the room behind desks were a score of alert youths listening to the report of the arrangement committee concerning an "open meeting" of the society soon to be held. A card in the hands of one of the boys was labeled "membership card" and bore the owner's name, the number of the "evening recreation center," a column for each of the nine months from October to June in which to note attendance, and these words: "Dreadnaught Literary and Athletic Society." On the back, above the names of the principal and the club director, appeared the following legend: *Remember*—that the success of your club depends upon your regular and prompt attendance. *That* membership entitles you to the *Basket Ball* and *Athletic Privileges*."

Several other class rooms held similar clubs. Some were composed largely of one race, others, included Italians, Hebrews, Hungarians and Poles as well as Irish and Yankees, all working harmoniously together. Their occupations were as varied as their features. Errand boys, factory hands, store clerks, stenographers and high school students mingled with "toughs," just plain boys, and Sunday school scholars. The members of the Whittier Society were hearing one of their number recite Lincoln's Gettysburg address, while the director of the Lowell Club was giving a lecture on the plays of Shakespeare. Across the hall the Princeton Pleasure Club, an athletic organization, was consistently realizing its nominal purpose in a vociferous and exciting election of officers. In the

EVENING RECREATION CENTERS

Hamilton Forum a debate upon the resolution "that immigration be further restricted" was in progress. The affirmative was being upheld by Messrs. Perkovitz and Gruenbaum, and their speeches showed a delightful unconsciousness of the possible effect upon their own fortunes which would have resulted from an earlier enactment of the proposals they were now urging with such noisy "patriotism."

Each club met in this way once a week from 7.30 to 9.45, and on the other evenings (except Sundays) the members were at liberty to come for games and gymnastic exercises. While the greater number of the clubs had been formed at the outset for athletic purposes, nearly all had gradually developed into literary and debating societies and a few were so energetic that they had obtained the use of class rooms for a meeting place during the summer evenings when the other privileges of the center were not available. One of the functions of the club director was to organize new societies and for this purpose the game rooms downstairs served as recruiting grounds.

A part of the building somewhat removed from the group of class rooms used by the clubs contained the study room. The boys in the other departments had all been fourteen or over, no pupils of the elementary schools being allowed to become members of the clubs or enter the game rooms if it could be helped. This room, however, was used exclusively for day-school children and was nearly filled with boys, all sitting at desks, with books open before them, sometimes two in the same seat. Some were writing, some were talking in low tones with their neighbors, and others were quietly studying. A woman teacher with an intelligent face and kindly manner moved quietly about the room, now and then saying a few words in response to an appeal from a pupil, and giving the kind of counsel that stimulated rather than replaced effort. The children came simply to study in quiet surroundings the lessons assigned to them in the day schools. It was entirely voluntary on their part, and the privilege was given only to those who had attained the fourth grade, at which time home-work begins to be required. Before admission each one was obliged to present a card signed by his principal, containing his name, age, address, school, grade and the subjects needing study. To be admitted, children had also to bring their books. The room was not open Friday, Saturday or Sunday evenings.

EVENING RECREATION CENTERS

"We have an average of about sixty-five boys every evening and some of them have told me that since coming here they have received 'A's' on their reports for the first time in their lives," the principal explained.

After expressing his appreciation of the things he had seen the visitor registered his name and passed out into the night. The wind had died down, but it was still bitterly cold. The street was dark and empty. At the gateway he looked back at the light streaming from the school house windows, and then went on his way.

THE NEW YORK CENTERS

During the season 1909-10, thirty-one evening recreation centers were maintained by the Board of Education in the boroughs of Manhattan, the Bronx and Brooklyn. With the exception of five they were open six nights a week from October to April. The use of these five was continued two evenings a week until the beginning of June. The aggregate attendance for the season reached 2,165,457, making a nightly average of 12,985 for all thirty-one centers. Study rooms were available at twenty-seven of the centers, bathing facilities at twenty-four, and the staff of principals, teachers, gymnasts and other employees numbered nearly 200. One-third of the school buildings devoted to this enterprise were for the entertainment of women and girls only, and they enjoyed the same opportunities as their brothers except that the gymnasium was more often used for folk dancing than for athletics, though games of basket ball and wand drills were occasionally held.

For most of the men and boys the gymnasium is the principal attraction, with its exercises on the mat and on parallel and horizontal bars; though in large centers, like that at Public School No. 188 on East Third Street, basketball, indoor baseball and track sports are also very popular. Policemen and firemen are frequently found wrestling at the High School of Commerce, while in another center there is a special "gym" class for deaf mutes. For several years athletic tournaments have been held, the final contests taking place in one of the large armories. One winter a local newspaper offered medals for boys and pins for girls as prizes in a series of basket ball games and athletic sports. Immediately the best players were organized into midget, middle and heavy-weight teams and the inter-center contests began. During the preliminaries fifty athletic

EVENING RECREATION CENTERS

meets and 250 games of basket ball were played, each successive event heightening the general enthusiasm. The finals took place in the Twelfth Regiment Armory before a large audience which cheered to the echo the winners as they received their prizes at the hands of a representative of the newspaper that donated them, and of the wife of the president of the Board of Education. During the annual meet of 1909 there were from one to three entries from each boys' center in every contest and it was reported that "no more enthusiastic audience ever filled the vast building."

That year the total number of active clubs was 575, and while their names indicate a predominant, initial interest in some one field such as literature, debate, athletics, civics, the drama, or glee and orchestral music, the regulations under which they are organized induce uniformity and these distinctions are tending to disappear. Except for a few adult clubs devoted to civics or purely social diversions they are all scheduled for periods of gymnastic training, athletic sports and quiet games. Each club is also required to hold a weekly business meeting under the supervision of the club director, and to possess some knowledge of hygiene, civics and American history.

The variety of instruction given in these clubs is well shown in the following extract from the 1906 report of Miss Evangeline E. Whitney, who had charge of the recreation centers during the period of their remarkable growth, namely, from 1902 till her death in January, 1910. "The range of books read in the clubs extends from fairy tales and historic stories to Ruskin and Ibsen. We have scores of young men and women who critically study economics and Shakespeare; and many that make but slow mental advancement. In the latter class the teachers prepare illustrated talks on nature, the dress of different countries, their implements of industry and of war; tell thrilling stories of adventure; introduce topics of public interest and thus lead them into debates which send them to the library for information. One teacher who had several clubs of bright office boys could not get them to undertake any literary work until he stimulated their ambition by reciting selections learned in his own youth. The effect of his fine elocution brought the desired results, and essays, orations and debates were soon forthcoming. One night he recited 'King Robert of Sicily.' After he had finished there was a moment of tense silence, then a boy got to his feet and

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thus addressed the club: 'Fellows, I don't care what some people say, we've got to believe that there's a God in Heaven. Yes, fellows, there's a God in Heaven all right, and He's watching us and keeping tab on everything we do, and you can't bluff Him, or get away from Him; so, fellows, it's up to us to make good, that's all.' . . . Instruction has been given, by means of improvised dialogues, on how to make proper applications for positions in various offices of business houses, how to perform successfully the duties of a toastmaster, and to formulate terse after-dinner speeches. Rules of etiquette, correct phraseology, and many subjects of kindred nature have emphasized the importance of observing the gracious forms of social life."

One of the more ambitious clubs composed of ex-high school boys took for its weekly discussions such subjects as "a comparative study of the drama of the Greeks, Romans, early and modern English, German and French." The Alcott Club of a girls' center in the heart of the East Side during the past winter gave a dramatization of two scenes from "Little Women" for which a stage was formed by curtaining off one end of the capacious game room, and use was made of "properties" brought from the members' homes. In one or two other centers, playlets and comediettas have also been given. The practice of public speaking is encouraged by declamation contests and debates. One year, teams from various centers met in twenty-five discussions of live topics, and upon the conclusion of the final debates ebony and gold-mounted gavels were presented by a newspaper to the winning clubs, one to the young men and the other to the young women. The same paper also gave handsome medals to the two who received highest honors in a declamation contest held that season.

An attractive little paper containing prize stories and gossip notes from neighboring clubs is published by the Gavel Club of Public School 172, and the Irving Literary Society of No. 188 has started a publication of similar character called the *Observer*. Among the other activities common among the clubs may be mentioned concerts and literary entertainments to which the members invite guests, banquets given in honor of their instructors, and occasional balls given by those groups which have some social strength. One of the east side girls' clubs acts as an auxiliary to the Ambulance Service Society connected with a nearby hospital

EVENING RECREATION CENTERS

and it is a common thing for clubs to apply the money raised at social functions to the needs of ill or unfortunate comrades.

At Evening Recreation Center No. 188 the Lassie and Travelers' Clubs were allowed to ask their young men friends one Wednesday evening to attend a dance. The behavior of the couples was so satisfactory and the occasion so enjoyable that a series of weekly dances was planned. The principals of two neighboring centers recommended a number of gentlemanly boys who, with the girls' clubs mentioned, formed a dancing class. An executive committee of five boys and an equal number of girls was appointed to pass upon the names of proposed members, who had to be well endorsed before they could be presented. The dues were five cents a week payable by the members of both sexes and the funds thus raised not only met the expense of providing a violinist and waxing the floor, but left a surplus large enough to afford the members additional enjoyment through entertainments and outings. At these weekly reunions members of the center staff gave instruction not only in the regular waltz, two-step and lanciers, but also in folk dancing. Strict supervision was exercised and young people seen dancing in an objectionable manner were cautioned and shown a more decorous way.

During the season of 1909-10 there were six centers where mixed dancing classes were held, several of them becoming so popular that waiting-lists were made up of applicants who could not be accommodated on account of the restricted space. Dr. Edward W. Stitt, who has succeeded Miss Whitney in the charge of the centers, relates that on the evening of St. Patrick's Day he visited an east side dancing class and found 150 young people enjoying themselves in a wholesome manner, while in a notorious dance hall across the way, both larger and easier of access, there were only thirty on the floor.

So remarkable an innovation as social dances maintained in public school buildings and organized by employees of the Board of Education was not made without some preliminary experimenting. For several years there had been social occasions when the girls assumed the rôle of hostess and entertained boys of known character and proved gentlemanliness. Musical entertainments, amateur theatricals, athletic exhibitions by the boys, checker contests and other table games were the chief amusements at these

EVENING RECREATION CENTERS

assemblies. Dancing was enjoyed occasionally, but it was the folk dances and others that contained the game spirit rather than the waltz or two-step which were indulged in. As these social affairs progressed their effects became noticeable. One principal wrote: "We have watched many of our girls change from the silly attitude toward the boys to that of practical indifference, or open, frank comradeship, and have seen the boys, who at first came in untidy of dress and unclean of person, appearing with clean linen and hands, tidy clothes and freshly shaven faces."

The beneficial results of the club activities show themselves in unexpected directions. A civic organization composed of forty young men and women resolved to work all summer for cleaner streets in the neighborhood of school and home. Several years ago a club of boys was formed with the purpose of working "for the betterment of the Italian race in America." With a roll of over 200, meeting weekly in hired rooms for mutual improvement, and with many charter members returning monthly to their former director for counsel, this club has grown to be a civic force of incalculable influence. One of its early regulations made attendance at evening school obligatory upon the members, and so close is the connection between education and the work of the recreation center that the latter has come to be regarded, to a certain extent, as a recruiting ground for the public night schools.

Concerning the aid afforded by these play centers to the social assimilation of the large masses of foreigners in our population. Mrs. Humphry Ward contributed some interesting testimony, at a banquet given her by the Playground Association of America. Describing a visit to one of the play centers she said: "We found a thousand girls, divided in the same way between active physical exercise and club meetings (by the way, while one of the boys' clubs was debating Mr. Bryce's American Commonwealth, the girls were discussing Silas Marner); and, in the third, perhaps most remarkable of all, five hundred girls were gathered debating whether you should retain the Philippine Islands, with a vigor, a fluency, a command of patriotic language and feeling which struck me with amazement. Here were girls, some of whom could only have arrived in your country a year or two ago, and all of them the children of aliens, appealing to your Anglo-Saxon forefathers, and talking of your Revolutionary War and the Monroe doctrine, of liberty and

EVENING RECREATION CENTERS

self-government, with an intensity of personal appropriation such as no mere school teaching could have produced. It was as though I was in the presence of those children whom you will remember in the story of the Pied Piper—the children whom the Pied Piper led to the mountain, which opened and closed upon them again, entombing a whole generation. Browning had heard vaguely that somehow and somewhere they re-emerged. And here they are! The parents have been entombed and imprisoned for generations. But their children are now free—they are in sunshine. Hence, this energy, this astonishing sense of power and life."

Miss Whitney's annual reports to the city superintendent record many instances of striking changes in the character of the young men who have patronized the centers. "Last fall, a noted 'tough' of nineteen years strolled into a center for the declared purpose of 'clearing the place out.' He discovered that a few determined athletes had something to say about that, and subsided into a quiet observer of the evening's sports. The principal noticed that he became a regular attendant, and invited him to join a club. He did so, and was told about the study-room—the longed-for oasis in his desert life. Earnestly he applied himself to take a civil service examination, and when the term closed in May, he was acceptably filling the position of a junior clerk in one of our city departments." The following incident selected out of "scores of incidents" that came to her notice demonstrates clearly Miss Whitney's belief that no matter how bad a young man may be, the acquisition of "the athlete's code of honor is a triumph over lawlessness, the beginning of a citizen's conception of duty." "One club of street loafers organized last winter," she wrote, "seemed as unpromising as any we ever attempted to reform. The leader, a swaggering, unclean fellow, fortunately had 'the vulnerable heel.' He began to observe expert performances, then to obey instructions, until pride and skill were so developed that by the end of the season he outranked all the athletes in his center and made his club equal with the best."

That the benefits to character are not confined to the male sex alone is shown by the following statement in her report of 1908: "One of the marked instances of the year was the rescue of what the police designated 'one of the worst gangs of girls on the east

EVENING RECREATION CENTERS

side.' In the club of twenty young women, now tamed and decent, one would not recognize the hoydens of a few months ago."

Considering the important part played by athletics it is not surprising that gymnasts should be favored when selecting workers for these centers. The ability to secure immediate respect from street boys gives a leverage not possessed by women, though many of the latter have been highly successful. It has been found that altruism is a prime qualification for the principalship, and herein lies the usual secret of the woman worker's power. The degree to which the work has been organized is illustrated by the fact that weekly and monthly reports are regularly sent to the superintendent's office covering the attendance, contests, debates, books read and activities in general. In the study rooms the teachers use a card-system, reference to which tells them just the kind of assistance each pupil needs.

The centers as a whole are administered by a corps having the usual grades of superintendent, inspector, supervisor, principal and teacher, but in spite of the uniformity to be expected from so much system and so large an organization, each center has an individuality of its own, due to the character of the building, the personnel of the staff, and the kinds of people who frequent it.

Inspectors begin with a salary of \$1,500 which in six years is automatically raised to \$1,750, the other employees being paid as follows:

RECREATION CENTER SALARIES.

Supervisors	\$6.00	per day
Principals	4.00	per session
Teachers	2.50	" "
Assistant Teachers	1.75	" "
Teachers of Swimming.....	2.00	" "
Librarians	2.50	" "
Pianists	2.00	" "

In 1909 the expense of the thirty-one centers in New York was \$79,565.74, which with a daily average of 12,084 persons cost the tax-payers \$6.58 for each participant in the season of fun and healthful enjoyment.



Photo by L. W. Hine

ONE FORM OF RECREATION FOR YOUNG MEN



Photo by L. W. Hine

IMMIGRANTS AT A LECTURE IN A CHICAGO RECREATION CENTER

PLAYGROUND AND PARK APPROPRIATIONS

In the recent elections Chicago voted affirmatively on the \$1,000,000 bond issue proposed by the West Chicago Park Commission. In Cincinnati the total vote on the bond issue of \$1,000,000 for parks and playgrounds was 61,795—46,075 in favor of the bond issue to 15,720 in opposition. In an active campaign for this bond issue playgrounds received much attention. In Oakland, California, a \$2,483,900 bond issue for the Board of Education is proposed,—\$430,000 to be applied to school playgrounds and the improvement of grounds. On November 8th Grand Rapids, Michigan, declared in favor of a \$200,000 bond issue for parks and playgrounds by a vote of 7,591 for the bond issue to 5,227 opposed. Covington, Kentucky, a city of 50,000, has secured a part of five hundred acres and the city council have set aside \$100,000 for improvements and for making playgrounds.

The \$2,500,000 appropriation for the Harriman Park in New York State, authorized by vote of the people at the recent election, will undoubtedly help materially in solving the problem of recreation for New York City. Friends of the play movement greatly rejoice that this appropriation is assured. Playground sentiment throughout the country grows stronger each day.

BOOK REVIEWS

THE HEALTHFUL ART OF DANCING *

REVIEWED BY HELEN STORROW

"In America we have so completely forgotten the deeper possibilities of the dance that the word in general use has come to have but one meaning; namely, a man and a woman holding each other and performing an exceedingly simple whirling movement to music set in four-four or three-four time."

Dr. Gulick, in his latest book, "The Healthful Art of Dancing," from which this quotation is made, looks at his subject from many sides. As a part of education he gives an account of the introduction of folk dancing into the public schools of New York as an

* "The Healthful Art of Dancing," by Luther Halsey Gulick, M.D. Doubleday and Page. Price, \$1.40.

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AN HISTORICAL PAGEANT IN A SMALL COLLEGE TOWN

J. F. TAINTOR

Ripon, Wisconsin

A successful historical pageant, representing chiefly local history, was given at Ripon, Wisconsin, on June 14, 1910. Ripon is a college town of about 4,000 people. Except that it has some unusual historic material there is nothing to promise success in such an undertaking that hundreds of other towns of like size do not possess. What was done at Ripon, therefore, may be of interest to other towns that are considering any sort of celebration. It is, of course, not necessary that the pageant deal with local history.

The scene of the pageant was a natural amphitheater in a corner of the college campus which is partly cut off from public observation; the stage was the greensward; the setting, or background, was that which nature had provided. There was no stage machinery; everything was in the open. The nearer college buildings afforded abundant room for a meeting place for the different groups of actors, or, if need be, for dressing rooms. As a rule, however, the actors came to the grounds in the costumes in which they were to appear and made little use of the buildings. At different places behind the scenes cardboard signs indicated the spot at which each group was to meet, and the approximate hour when it would be called for. Consequently there was no confusion, and no necessity for megaphones or other devices to call the groups together. It is an interesting fact, that so far as can be ascertained, only one actor out of the five hundred appeared too late to enter with the rest.

In presenting the scenes, it is probable that that which contributed most largely to success was the action, or movement. Not only did the scenes themselves demand action, but they followed each other with the commendable exactness of moving pictures, so that the interest of the spectator was kept constantly on the alert. There were no changes between scenes. The pageant was planned to occupy three hours, and closed exactly three hours after the leader of the orchestra gave the signal for the first piece of music.



THE RIPON PAGEANT—THE INDIANS IN THE TIME OF NICOLET
AND MARQUETTE



THE RIPON PAGEANT—THE INDIAN GIRL THAT SAVED LA TOUR

AN HISTORICAL PAGEANT

The first scene may be taken as typical in illustration of the action. As the opening music of the orchestra ceased, a group of Indians gathered in a camp, which had been prepared. They arranged themselves naturally, the women preparing to engage in appropriate occupations. Into the midst of the group there came a swift Indian runner who announced the approach of the paleface, Jean Nicolet. The chief in response sent messengers to escort the stranger into his presence, and at the same time appointed other runners to invite the chiefs from neighboring camps. Nicolet, arrayed in the fantastic fashion which his imagination had led him to adopt, then drew near. The firing of his pistols frightened the women and children, who fled in dismay, only to return during the process of treaty making, drawn by their curiosity. In the meantime the other chiefs had arrived. The ceremonies were completed, and after a wild dance by the Indians, all passed from the stage.

Before this group had wholly disappeared a second company of Indians entered and took possession of a camp on the opposite side of the field. They were scarcely settled before the camp abandoned by Nicolet was entered by another band of Indians. The stage was therefore at once ready for the second scene, "The Coming of Marquette and of Joliet." This continuity of action called forth repeated words of approval from the spectators.

The third scene of this first episode presented a typical incident of the pioneer life of the early days. La Tour, an adventure-some Frenchman who was traveling through the country, fell in with a band of hostile Indians. He succeeded in disposing of several of his enemies but was finally driven into an abandoned fort. Here he maintained a stout fight until the fort was set on fire, when he rushed forth into the hands of the savages. After binding him and tying him to a tree, they began a mad dance of torture, the braves circling wildly about. One or two dashed toward the prisoner and imbedded the blades of tomahawks in the tree beside his pallid face. Suddenly, when this scene of horror was at its height, another troop of Indians, hitherto unseen by the tormentors of La Tour, was discovered to the left of the scene of torture where they were engaged in a war dance. Gradually the Indians about the prisoner moved toward this new object of attraction. One, however, a tall, handsome Indian maiden, lingered behind the rest. When she knew that she was not observed, she looked furtively at



THE RIPON PAGEANT—THE FIRST CAMP AT CERESCO



THE RIPON PAGEANT—THE EVENING OF THE FOURIERITES

AN HISTORICAL PAGEANT

the prisoner. As the Indians became more absorbed in the dance, she crept nearer and nearer the captive. Suddenly she raised her hands as if a new impulse had come to her. La Tour and the maiden looked at each other for a moment intently. Quickly she drew a knife and cut the thongs which bound him, and they moved cautiously but hurriedly away. When they had gone a short distance the Indians discovered what had happened and with a war whoop rushed in pursuit of them. The girl and the prisoner mounted horses which were hidden near by and galloped from the scene pursued by the Indians. All the Indians joined in the pursuit. After a little while a war whoop was heard faintly, as if coming from a distance.

The second part of the pageant began with a scene showing the coming of the Wisconsin Phalanx, a band of pioneers who attempted to build at Ceresco an ideal community. White-topped wagons, drawn by oxen and accompanied by nineteen men moved slowly into view. Gradually they approached the scene, the men looking about in search of a suitable place in which to make their encampment and to found their town. At length they came to Ceresco Valley and were immediately struck by the beauty of the spot. Some of the goods were unloaded, a tent was pitched, and the men set about preparations for the building of the Long House for their wives and children. These now appeared on the scene, and were welcomed with great joy. Gradually, as the happy greetings were taking place, the older members of the Phalanx moved into the background and young people came forward, the first scene dissolving quietly into the second. The succeeding scenes showed a rustic dance among the Fourierites at Ceresco and the founding of Ripon College.

The third part in like manner reproduced the meeting in the little school house on the night of March 20, 1854, which resulted in the organization and naming of the Republican party in Wisconsin. The rescue of Sherman M. Booth, an anti-slavery leader, pursued by United States marshals for the violation of the fugitive slave law, was the subject of the next scene, and the departure of the Ripon soldiers for the civil war in the final episode re-enacted closely the incidents of fifty years ago. One speech, presenting the college with a flag by the soldiers, was the same speech, and was made by the same man, Colonel G. W. Carter, who originally

AN HISTORICAL PAGEANT

made the presentation. The brief epilogue consisted of a tableau of the crowning of the college graduate, and the welcoming of the soldiers from the Spanish war by the veterans of the civil war.

In making up for the first three scenes, which dealt with Indian life, reliance was placed almost wholly upon a professional costumer. The Indian maidens and children furnished their own costumes, but everything else for about fifty Indians and a half-score of Frenchmen, was brought by the costumer. This was, as a matter of fact, the largest single item of expense. For the other scenes, the clubs having them in charge, or the individual actors themselves, provided the costumes. In case any scene called for special expense, this was borne by the general treasury. For example, when the Colony of Fourierites who settled Ripon, first came, their household goods were brought in ox-carts. It is not easy, even in this western country to-day, to find a yoke of oxen. Diligent search, however, was rewarded, but to bring them to the campus cost a considerable sum of money, which was paid by the common treasury.

A serious difficulty for an out-of-door pageant in a climate where a burning sun or a drenching rain is possible in June, was found to be the seating and protecting of the spectators. The largest tent available was secured. The side walls were used to enclose such portions of the stage as were otherwise not cut off from the public, and the tent itself served as a canopy to cover the spectators. Inasmuch as conditions did not allow postponement on account of weather, a second emergency tent was provided (though not used) to shelter, if need be, a portion of the scene of action. The cost of the tents as an item of expense was second only to the cost of the costumes.

The rest of the seating arrangement was provided almost without expense. Heavy lumber, borrowed from the lumber yards, furnished material for a series of long platforms on the hillside. Each platform was broad enough for two rows of chairs, and was raised, as the hillside permitted, about eight inches above the preceding one. The seating capacity was therefore limited only by the supply of lumber and chairs. The lumber was returned next day, "without charge," so that the only expense of the "grand stand," aside from the tent, was that involved in the cartage of lumber and chairs.

AN HISTORICAL PAGEANT

The idea of this pageant was suggested by one who had seen the pageant at Oxford. It was taken up by a self-appointed committee, and at a specially called meeting of the City Commercial Club, was thoroughly discussed by the business men. This Club appointed a central committee of representative citizens, who selected the scenes to be presented and assigned them to various local clubs for the working out of details. It is important that there be some central authority who will have the whole scheme in mind, and who will see to it that the variety of tastes does not destroy the harmony of the whole.

After the proposition was well before the people and its success had become a matter of public concern, an attempt was made to insure against financial failure by a guarantee fund. There was little difficulty in securing pledges amounting to one thousand dollars, which under the most untoward conditions would have met any possible deficit. The pageant, however, was financially a success, and the committee instead of drawing upon the guarantee fund, still has a surplus in its treasury.

A NORMAL SCHOOL COMMENCEMENT

J. GEORGE BECHT

Principal Clarion State Normal School, Clarion, Pa.

In early June of 1905 a feature of the commencement festivities was a simple outdoor exercise in which about fifty girls took part. All of the students were dressed in white and those in the regular course wore sashes of their class colors. To the music of the orchestra, the group went through various evolutions outlining the class numbers '05, '06 and '07. In the closing drill, four little girls from the Model School, dressed in white, with purple and gold sashes, acting as pages, handed to the leaders strips of bunting which were to be used in the final figure. This was the spelling of C. S. N. S. and when the purple and gold bunting was dropped as the girls marched away, the outlined letters were clearly distinguishable on the grass. The effectiveness of this exercise, and the interest it aroused in the students of the school, and the spectators who had assembled from the town, suggested the possibility of working out through the Physical Department a pageant

A NORMAL SCHOOL COMMENCEMENT

or carnival which should become a feature of each year's commencement.

The following year the idea was carried out on a larger scale under the direction of Miss Anna B. Lilly, head of the Department of Physical Training, who has had marked success in giving the presentations an educational value, as well as making them pleasing and attractive demonstrations of physical and intellectual training.

FOLK DANCES

The program consisted of a series of folk dances presented by the different classes. Among them were the Danish "Dance of Greeting," the Russian "Varsonvienna," the Swedish "Weaving Dance," the Dutch "Quadrille," and the English "Maypole Winding." Each group wore the costume suggestive of the folk it represented. The music appropriately selected, was of that quaint kind peculiar to the peoples of Northern Europe, and together with the costumes gave a very decided and effective representation of the old time dances in which these people took such delight on their festive occasions.

YE CARNIVAL OF YE COLONIAL DAYS

The demonstration of the commencement of 1907 had a setting of four parts. In the first, the junior class gave a realistic reproduction of Indian life. Around a wigwam which had been erected on the border of the campus strolled little bands of Indian men, women and children in appropriate costume. The girls were engaged in weaving baskets and stringing beads, while the braves engaged in their peculiar games and sports. In the midst of their arrow practice, the stage coach came upon the scene. The attack and repulse was a singularly effective representation which closed the event.

The middle class came next with a pantomimic reproduction of "Maud Müller." One group of girls played the part of the modest "Maud," and in simple costumes with their sunbonnets, rakes and shining tin cups were in marked contrast to the proud sisters, represented by another group who came gorgeously arrayed in elaborate costumes and carrying white parasols. The boys as "Judges" entered with stately dignity, clad in high silk hats and black frock coats, and carrying canes. They watched the "Mauds" as they

A NORMAL SCHOOL COMMENCEMENT

raked the hay and later received from them the proffered drink much to the disgust of the proud sisters.

The seniors' part in the pageant was "Spring Garlands by Ye Maydes and Gallants of Ye Olden Tymes." It consisted of old time colonial dances to stately music. Each one carried a garland of spring flowers which waving to and fro in time to music gave a most pleasing effect. The costumes of both "Maydes" and "Gallants" were typical of the full dress costume of colonial days.

The last event in this pageant was participated in by all the classes and the children of the Training School. It represented the passing of the Pageant Queen—the Queen typifying Spring. The coming of the queen was heralded by the Training School boys, dressed in appropriate costumes and carrying trumpets. Then, attended by her maids, came the queen, who ascended the throne. The seniors then advanced and crowned the queen. The middlers presented the scepter and made obeisance. The juniors bowed in adoration. The first primary children of the Training School as sunbonnet babies and overall boys then came forward and knelt in adoration. Finally, the Model School girls entertained the queen and her subjects with a roundel, placing at her feet the wreaths they had worn.

A PLANTATION HOLIDAY

Plantation life before the war was the theme of the 1908 pageant. A section of the campus was staked off as the cotton field, on the edge of which a cabin had been erected. After a hard day's work in the field, the "darkies" gamboled about the cabin and danced and played and sang while old time "fiddling" set their blood tingling and their feet prancing. On the mansion lawn old mammies frolicked with the white children. Then came the band of gypsies in their brilliant, gaudy gowns, who told fortunes and held a gypsy revelry around the camp fire where a big kettle swung over the smoking logs. Again came the darky folk, dancing the "Virginia Reel" and the old plantation dances. Now "de quality" appears—the ladies gowned in pure white and the gentlemen clad in black with red capes and red leggings. To these tea is served, after which the stately dames and soldierly gentlemen dance the minuet.

Then all assembled for the old time barn frolic. Here dame

A NORMAL SCHOOL COMMENCEMENT

and mammy, pickaninny and wee white child, rollicking gypsy and dignified gentleman, joined in dancing over the lawn, and made a medley of movement and color that was surpassing in beauty and effectiveness. The Training School children took the part of the pickaninnies; the juniors were the darky folk; the middlers represented the wild life of the wandering gypsies; and the seniors impersonated the "Quality." Their dignified manners, old fashioned bows and courtesies and graceful dancing gave a real touch of Southern gentility and chivalry to the afternoon pageant.

MERRIE ENGLAND

The pageant of 1909 had its setting in "Merrie" England, in the days when the Saxon contended with the Norman for lost supremacy, and Robin Hood and his band of outlaws were seeking to regain their rights. The scenes were adapted from Scott's "Ivanhoe."

The pageant opened with Cedric, the Saxon nobleman, at his evening meal. Among those at this meal were Lady Rowena and Ivanhoe in disguise. The Tournament at Ashby followed. The senior boys, as knights, came riding across the field on their chargers. Their costumes were typical of the times, and on their shields were emblazoned the insignia of heraldry. Ivanhoe vanquished his foes and won the privilege of selecting and crowning the Queen of Love and Beauty—Lady Rowena.

The juniors, representing the peasants of the time, gave an exhibition drill to the health of King John, seated in state as lord of the tournament. Following this was the storming of the castle of Torquilstone which, with the prisoners, was in possession of the friends of King John. King Richard's men, amid a storm of arrows, rescued the prisoners held in the castle. A drill signifying the exultation of the victorious besiegers concluded the scene.

The trial of Rebecca—the lovely Jewess, reproduced in detail another phase of the customs of the times, when a champion appeared and she was spared from death at the stake. Following the event came the bridal procession of knights, pages, bridesmaids, Prince Aymer, and lastly Ivanhoe and Rowena. Intermingled with these events were feats of archery, old English dances, special marches by the bridesmaids, and frequent combats by the knights. The aim in this pageant was to present as clearly as possible the

A NORMAL SCHOOL COMMENCEMENT

life, customs and costumes of the chivalric days when Prince John sought to usurp the throne in the absence in the Holy Land of his brother, King Richard.

A ROMAN HOLIDAY

The scene of the pageant in 1910 represented a summer day in Rome during the fifth century. The emperor and his soldiers had just returned from a victorious campaign against the barbarians, and a holiday had been declared. The gaiety was at its height when suddenly the barbarians made an unexpected raid. The city had been left unguarded and the enemy had free access.

In the procession of the people, the children were represented by the Model School. Following these came the emperor, escorted by his guard of Roman citizens, represented by the middle year boys. The junior girls, in white and yellow, impersonated the rejoicing Roman girls. Their march concluded with a beautiful dance and a song of rejoicing. Their song over, they seated themselves in a great semicircle around the emperor's throne. The boys of the Training School, bearing the altar of vestal fire, concluded the first act of the pageant.

In the second act, the middler girls as the vestal virgins, surrounded the altar, worshipping the hearth goddess with dance and song. The entertainment of the emperor was concluded with a gladiatorial combat—a fencing match engaged in by the senior boys—and a dance by Roman maidens with tambourines, given by the senior girls. The dance was scarcely over when there came the onslaught of the Germanic tribes, represented by the junior boys. A drill with battle axes and lances followed, suggesting the attack and the final surrounding by the fierce invaders. To complete the historical significance of the pageant, which might fairly be considered suggestive of the fall of Rome, the final act was a series of folk dances belonging to the nations of Europe that grew up when Rome was no longer mistress of the world. The children of the Training School impersonated the Hungarian, French, Russian and Bohemian peoples.

The splendid influences these pageants have had upon the school and the community can scarcely be over-estimated. While only an incident in the work of the Physical Department, they have served to arouse greater interest in that work. Except during a



Clarion State Normal School

ROMAN GIRLS REJOICING

A NORMAL SCHOOL COMMENCEMENT

few weeks prior to the presentation, no time was taken from the regular class work of the Department's activities. Their educational value lay in the fact that students were urged to familiarize themselves with the customs, manners, costumes and history of the times they were to represent. This was done in brief lectures and through suggested readings.

Plans for the costumes and paraphernalia were indicated by the head of the Training Department but each student prepared his own outfit. Much of this was done in connection with the Manual Training Department, thus correlating the activities of these two important departments of the school. Though apparently elaborate, each student's outfit has been very inexpensive. Rarely has it cost any student more than sixty cents and in many cases the expense has fallen as low as twenty-four cents. No professional talent has been used and no costumes hired. These pageants have been entirely a school product.

A PAGEANT AT KNOXVILLE, TENNESSEE

On Saturday, October 8th, the day after the visit of Colonel Roosevelt to the Appalachian Exposition held at Knoxville, a company of one thousand school children and university students gave an historical pageant depicting the winning of the West. In a parade about the lake, six hundred school children, appropriately costumed represented the flora and fauna, the agricultural, forestry, milling, mining and mineral resources of the Appalachian region of our country. High school and university students presented an historical pageant, "The Winning of the West." After making the detour of the lake the entire cavalcade crossed the picturesque bridge in front of the University buildings, proceeding to the promontory where various scenes were presented, with appropriate dances. Thousands of people assembled to witness the spectacle. The work of the pageant was in charge of Mari Ruef Hofer.

THE AMENIA FIELD DAY

MRS. J. E. SPINGARN

New York City

Many village boys find it difficult to amuse themselves because they have not been developed and strengthened by healthy rivalry in games and sports. Wherever you go in the country baseball is the king of games, and nowhere more so than in our part of the world,—the extreme edge of Dutchess County in New York, close up to the Connecticut border. During the summer the whole town turns out on Saturdays to watch the game between Amenia and some neighboring team. These teams are made up partly of professionals and partly of amateurs. But although there are plenty of boys in the crowd (don't suppose a single urchin in Amenia stays away) they are of course merely spectators. They might as well have no arms or legs, no brawn or muscle, only eyes with which to see and minds with which to grasp the fact that this game that they are watching is the greatest of all games. Why not interest them in other games? Why not broaden their horizon of sport and play? And so the Amenia Field Day was conceived. That was how it started, but like all ideas it grew until it became a social movement of the entire neighborhood for miles around. Amenia's local pride was aroused. The churches helped valiantly. The Catholic Church lent its big tent, large enough to hold a thousand people. Here the mothers and children sat and listened to the musicians. Not content with doing this, Father Lavelle on the Sunday previous urged his parishioners to attend, and hired barges to carry his boys and girls to and from the field. The two protestant churches were also deeply interested, and one of them put up a booth at which refreshments were sold for the benefit of the church. In fact, all the townspeople showed the greatest interest. All shops were closed, and, what was quite without precedent, the laundry shut down at noon. In order to get this concession the men had started work at three in the morning. The spirit of "no pay—all help" was present everywhere. The storekeepers caught it and some of them contributed their help in unobvious but most useful ways. The local furniture dealer,

THE AMENIA FIELD DAY

for example, gave us the free use of twenty chairs for the band. All who had automobiles placed them at the disposal of the transportation committee, and the farmers who owned carriages were equally generous. The New York Central was persuaded to take an interest in the day and to advertise it in its various stations along the line. But by far the largest part of the three or four thousand people present came in their own rigs. They streamed in from everywhere. It was a general holiday apparently, for everyone wore a holiday look. The games were to start at one o'clock, but at ten in the morning people began to arrive. Those who came early brought lunch along and picnicked in the field,—a most beautiful field of twenty-five acres, in the cup of wooded hills, with the Weebatuck river flowing beside it. In one corner our men and horses had made a very good running track two hundred and twenty yards long, and here all the athletic events took place.

A thousand copies of the program had been struck off,—far too many, we thought, for a first venture like this, but too few, as it happily turned out. At the foot of the list of events came the names of the various committees, and under this was appended this declaration:

"Many other towns have field days, but Amenia is one of the first towns in this state to invite the whole countryside to a day's pleasure and recreation without admission fees or any other charges. Here are a few of our principles:

1. You have got to make the country attractive socially if you want to keep the young folks on the farms.

2. There's a good deal of work in the country, but most of our boys and girls have forgotten how to play.

3. Baseball is a splendid game, but it isn't the only one. Every healthy boy should be interested in at least half a dozen others. Don't merely watch others play games,—play them yourself!

Tell your friends about it, and come again next year!

N. B. The grounds are entrusted to the care and courtesy of the public. Please do not injure fences, trees, crops, etc."

These principles show the ideals for which the Amenia Field Day stands, as contrasted with other field days and county fairs,—healthy, clean fun, absolutely free to all,—no vulgar side shows or horse racing, no fakirs, no gamblers. Some day we hope to make it approach still more closely to the ideal county

THE AMENIA FIELD DAY

fair of Dean Bailey's dreams,—the co-operative county fair where the farmer can find instruction as well as entertainment. Little need be added to make such a county fair out of this field day,—some exhibitions of country produce and live-stock, women's needlework, games and amusements for the old as well as for the young, and lectures for all.

The second annual Field Day will be held at Amenia on August 19, 1911, and all readers of *THE PLAYGROUND* who care to see the sports on that day will be cordially welcome.

REPORT OF COMMITTEE ON FESTIVALS*

The average pleasure seeker in the city finds his satisfaction in the theater, the vaudeville, the moving picture show, supplementing these usually by the restaurant and the grill for eating and drinking between acts and after the performance; in the country he finds his pleasure in the Great White City, the Luna Park,—simply an extended dime museum in which at every stage he must pay before or after taking, and where eating and drinking is indulged in at every turn. In considering these facts we come easily to an understanding of the reasons why the tastes of the children, and of the public, have been vitiated to such an extent that the longing for accentuated pleasures makes it difficult for those who wish to plan and carry out true festivals. Standards also have been changed in order to compete with commercialism in its devastation of public morality. The Committee on Festivals found such a chaotic condition existing with regard to festivals that it became necessary, in order to prepare this report, to learn what holidays various communities were celebrating, how they were being celebrated, and what help would be most acceptable. To this end nearly a thousand questionnaires were sent out. These were

* Report given at Fourth Annual Congress of Playground Association of America, June 10, 1910.

Committee.—E. S. Martin, Columbus, O., chairman; Mary Bosler, New York City; Elizabeth Burchenal, New York City; Percival Chubb, New York City; George H. Cooper, Pittsfield, Mass.; Caroline Crawford, New York City; H. D. W. English, Pittsburgh, Pa.; D. B. Gamble, Cincinnati, O.; Edward T. Hartman, Boston, Mass.; Mari R. Hofer, New York City; Alida Lattimore, Rochester, N. Y.; Henry B. F. Macfarland, Washington, D. C.; Jean Martin, New York City; Mrs. Edwin F. Moulton, Warren, O.; James M. Ropes, Albany, N. Y.; Lincoln E. Rowley, East Orange, N. J.; Myron T. Scudder, Ph. D., New Brunswick, N. J.; Mrs. Vladimir Simkhovitch, New York City; Winfred J. Smith, Rochester, N. Y.; Seth T. Stewart, LL.D., Brooklyn, N. Y.

REPORT OF COMMITTEE ON FESTIVALS

intended to bring, not only information as to the days celebrated, but descriptions of the method of celebration, the relative importance of the holiday from the standpoint of the several cities, how universally the people celebrated them, which celebration was most successful in securing public recreation and in developing community spirit, and the part taken in them by the children. Not only were these facts needed, but we wanted as a foundation practical suggestions and information, based on past experiences in the celebration of our national holidays, as to what would be of most benefit to the various communities,— suggestions which would help the Playground Association of America to prepare at an early date such material as would be usable by the organizations which must be responsible for the introduction of intelligent, vitalized and sane celebrations, preserving the spirit and aim of the particular occasion.

It is the opinion of the committee that wise direction of the activities of these great festival days is necessary that they may teach the lesson intended. Your committee is impressed with the desire on the part of a great number of communities to change May day from its tendency toward a moving day back to the joyous festival as known to history, song and story, associating it with festivals, flowers, processions of happy children and trips to the spring woods. The desire is strong for a serious Decoration Day, a day of commemoration rather than one of sport and commercialism. Everyone wishes to see July Fourth teach the significance of loyalty and liberty in these United States in a sane and safe way. Labor day should be an American play day for all the people. Workingmen of all types and political belief might well work to this end. It is the occasion upon which they should refuse to allow the political idea of any one party to dominate. It comes at the logical time for playgrounds to provide recreation and might well become the day of our summer sessions for holding an annual play festival.

Thanksgiving should be made to serve the purpose for which the day was set aside, that of giving thanks. May Day, Independence Day and Labor Day seem to be the festival days most closely connected with our playground work, but the other festivals, many of them very significant, must be considered, as the public recreation work now being carried on in many of

REPORT OF COMMITTEE ON FESTIVALS

our cities is only the beginning of a great movement which will continue the year round.

QUESTIONS

The following questions were asked of about a thousand people representing playground workers, school authorities, civic commissions, park commissions, women's clubs, and city authorities. Over three hundred replies were received, 33 ordinances, governing the sale and use of explosives, 67 programs, 45 clippings and descriptions, and 109 pictures of the work accomplished.

Question 1—Which of the national holidays, New Year's, May Day, Decoration Day, Independence Day, Labor Day, Thanksgiving, and Christmas, do the people of your city celebrate as a body? The replies indicated definitely that the Fourth of July was the most universally celebrated by the people, and the holiday which we must first consider. Nine-tenths of all replies related almost entirely to that one day. Labor Day, Decoration Day, Thanksgiving, Christmas and New Year's followed in the order named, New Year's being observed but little and May Day being unknown by many as a festival day.

Question 2—Indicate any other occasions that are celebrated in a public way in your locality. The answers indicated to the committee that many communities had their own local celebration often highly developed, compared with the national holidays. For instance, Salt Lake City has its Pioneer Day; Niles, Ohio, its McKinley Day; New England its Columbus Day; Indiana its Indiana Day; the South its Confederate Decoration Day; Oakland, California, Admission Day; Syracuse, New York, its Kanoona Carnaval; Pasadena, California, its Rose Festival at New Year's time; San Francisco its Portola Festival; while in New York City, Chatham Square has its Home Coming. Many cities and country communities celebrate Old Settlers Day and Old Home Week, in many cases carrying out programs of historic and social interest. From the various programs received, these communities seem to have a clearer idea of the purpose of these local celebrations than the people do of the purpose of the great national holidays which they celebrate.

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Question 3—What celebration do you consider most successful in providing wholesome recreation and in developing community spirit? Replies indicated that little thought had been given to this phase of the question, except, incidentally, through the efforts of commercialism. Public recreation is provided by private enterprise for private gain. The community idea is conspicuous by its absence in our celebrations. This, however, is not true with regard to all, as some replies indicated that commercial organizations and others are becoming interested in the public recreation movement and not simply for gain.

Question 4—What part do the children have in the celebration of the day indicated? Answers to question 4 pointed out the fact that not only has the child been left out in the planning of cities and country, but in the planning of our future citizenship. Exercises of an indifferent nature are often held in our public schools on the day before the holiday, conducted by overworked and underpaid teachers whose desire is to close up school and get away for a little recreation at the earliest possible moment,—recreation which is deserved and which these great holidays should provide, if properly celebrated. Many of the replies suggest a lack of intelligent appreciation of the occasion to be celebrated. Many, in speaking of the Fourth of July and its possibilities, frankly admit that they want to know how to celebrate in order to vitalize the community with the spirit of patriotism, peace and progress which will help to show to those who come from foreign lands the significance of our American liberty.

Question 5—What ordinances are there in your city relating to celebrations, particularly the use of explosives? (Please enclose a copy of such ordinance.) This question relates especially to Independence Day celebrations. Copies of ordinances from the 33 cities reported may be had by requesting them from the office of the association.

Question 6—What suggestions have you to make, based upon your experience in past celebrations? Requests came from over two hundred cities for help in formulating ordinances and programmes that would meet with popular approval. This question brought out much comment on the present celebration of

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our Independence Day. It appears, in going over this literature from cities interested, that the tendency is in the direction of preventive measures and very little of a constructive nature or in the way of substituting something that is desirable for what is not. Springfield, Massachusetts and Washington are examples of what the average American community can do. They have established rather rigid regulations in regard to the sale of fire-crackers, as well as the hours of firing them, and in regard to the use of blank cartridges. The ordinances are included in this report and a description of their celebrations are also included. The Springfield celebration is described by Edward T. Hartman, of the Massachusetts Civic League, and the Washington celebration by Henry B. F. Macfarland, formerly a commissioner of the District of Columbia. From H. D. W. English, president of the Pittsburgh Civic Committee, comes the following suggestion: "Let us emphasize the Fourth of July with all it means by inviting in cities like Pittsburgh, New York and Chicago each one of the many nationalities represented to contribute some native dance or custom to make up the proper celebration of the natal day of their adopted country. We can most easily instill love for the adopted country by recognizing the love which must be inherent in every new citizen for the fatherland. Processions illustrative of the several nations all under our flag, with all their native coloring, would be a real enjoyment to them as well as illuminating to us and would do away with the noise of our Fourth which must seem absolutely ridiculous to a simple folk such as most of them are. Some such celebration ending with some ceremonies where all the national participants should be received, welcomed and the several national colors blended with those of the Stars and Stripes, would not only be striking but suggestive to every man, woman and child. Those unable to speak our language would yet understand."

The City Federation of Women's Clubs of Ottumwa, Iowa, through its president, suggested a state dinner, which was held in that city. Tables were trimmed to represent states by pennants and other characteristic decorations. The Buckeye State had a wreath of buckeye, Iowa as a centerpiece, a toy wagon loaded with coal and smutty faced miners. Corn, wheat, flowers, souvenir cards, were on others. Each guest sat at the table

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bearing the name of the state in which he was born. This broke up all formality. At each table some one made a short address. Flags decorated the room; patriotic and plantation songs were sung.

The superintendent of schools of Oshkosh, Wisconsin, writes: "I believe the Playground Association can best further this work by sending out to the heads of the schools circular material concerning playground work, also seeing that playground work is made prominent in all teachers' association meetings. My observation is that more progress has been made in our state through the programs of the meetings of the various teachers' associations than in any other way."

Miss Alida Lattimore of Rochester writes: "I would suggest that we should seriously consider devoting our national holidays, not only the Fourth of July, to efforts to incorporate into a larger citizenship those 'who have come over in a later boat than we.' In Boston they have a New Voters' Day, with impressive speeches for the benefit of those newly naturalized. We make far too little of the means at our disposal to educate our near voters as to the duties soon to become theirs. We should have what would correspond to a confirmation class. With brass bands, marchings, fireworks in the evening, we should make our new voters feel that we have taken them into an honorable brotherhood with the city as a father. As it is, we leave the opportunity with the ward politicians, so that most of our naturalized citizens become such with no standard shown them of a possible American manhood. The Daughters of the American Revolution might like to take up the subject, but it should come from the municipality. In Rochester we might do it through our social centers. Cities having such might well take up this matter. The county fair is another unmarked territory for festivals of various kinds."

Dr. Myron T. Scudder of New Brunswick, N. J., has admirably covered the subject of the festivals for the rural districts and his plan may well be studied by all wishing to organize such a festival.

Marquis Eaton, president of the Chicago Sane Fourth Association, says: "I am inclined to think that in every community small or large, a parade should be the central feature of the

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program, organized with a view not simply to get a lot of marchers in line, but to get an expression of patriotism. Every city combines a number of race elements and heretofore there has been no occasion when they could get together in a common expression of this nature. Where the means of the community permits floats of historic significance should be employed. At the head of the parade should be something expressive of our national idea. It should everywhere be possible to obtain marchers who would represent in costume the different periods in our national history. The number of marchers so in uniform would naturally depend upon the size of the community and the money available, but even the smaller communities could present marchers, who, by their costuming would convey a visual impression of our national development. Not only should attention be paid to the costuming, but there should be some floats representative of the different periods. If a more expensive display were not available, it should at least be possible to mount portraits of the leaders of the different periods and let them be borne in the procession by groups costumed in the manner distinctive of the particular time. After an expression of our national idea might properly come some representation of the particular state and its distinctive history and following that the particular community and its distinctive history. I regard, however, the racial representation as the most important feature, and I think any community will have its patriotism stimulated by having it brought home to them how many elements are embraced in their citizenship, and a small group representative of each carrying side by side the flag of this country and the flag of their native land would be most inspiring. If, in addition, some float indicative of a point of contact in our history and in their native history is shown, this would aid the spectacle; for example—the Hungarians representing Kossuth's reception in America. The lesson of the spectacle should make for peace and not for war, but the use of the United States troops and the National guard wherever available, is, in my opinion, wholly consistent with this idea. Properly interpreted their whole service is in behalf of peace. I have dwelt on the parade as the central feature, but accounts should be taken of other expressions of patriotism than that afforded

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by the parade. In the smaller cities there should be public meetings with patriotic addresses. (I do not favor the public meeting where the city is so great that no meeting place is large enough to accommodate the community. To break the public meeting up into sections would be to destroy the idea of unity which should be exercised throughout the program.) The smaller cities can also make more of the scheme of decorations than is possible in the larger cities. I believe the American flag should be the basis of the scheme and think people are in general accord that nothing else gives us the thrill afforded by groups of these flags. The music is an important element. The band should be engaged to play patriotic airs wherever people can be conveniently assembled. As this item will be a matter of contract expenses in most instances, I should put in each contract a provision carrying a forfeiture of all compensation if any music was played other than that contained in a list previously accepted by the committee in charge. Cheap music of the so-called popular type would do more harm than good. The smaller communities can have a system of competitive sport, participation in which should, in my judgment, be limited to minors. I believe that the evening celebration,—that is, the display of night fireworks,—should be under the control of responsible agencies or committees and are desirable, if not indispensable.”

Many suggestions of only a sentence in length were received, such as the following:

“We resent the ‘play by rule idea.’ Only two were killed last celebration, one white boy and one negro. This city has a population of 9,000. I call your attention to the lack of appreciation of the value of a child’s life. We must bend every energy to correct this sentiment.”

“Provide programs for the assemblage of families with interesting play and pastimes on the Fourth of July, through which vent may be given to patriotic spirit.”

“Dramatic productions and historic pageants should be provided.”

“Anything that tends to bring the residents of the city together as a great family has untold value in the making of good citizenship. The obliterating of racial lines makes us the strongest co-workers in the building up of our citizenship.”

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"Publish model ordinances."

"Do direct work with particular organizations in many cities."

"Urge every home to float the American flag."

"Suggest the part the public school should take and tell us how we shall hold the interest of the children between the closing of the schools and the Fourth of July."

"Make the celebration a civic celebration, rather than church and private affairs."

"Make the celebrations spontaneous rather than functional,"

Most of the suggestions were regarding the Fourth of July; a few added the red fire, which is usually considered quite necessary now in our celebrations. Besides the information gleaned from the material received, we have included in our report a few typical programs used on various occasions, showing constructive substitutes for the things prohibited,—suggestive programs for May Day, Independence Day and Labor Day prepared by experts in this work,—suggestions as to the organization; how to arouse interest; how to secure funds; preparation of the program and helps in carrying it out; a bibliography of books and magazine articles on the celebration of our national holidays; a recommendation that an opportunity be given for extensive study with a view of sending out information of educational value to communities interested.

These programs and helps will appear in "The Playground," the official magazine of the association, from time to time.

SUMMARY

Classification and standardization are two rather stern terms under which this material must be brought in order to make it of practical use. What are the *occasions* for festivals and how can we best use them? How can we define the festival to give it character and make it an emanation of the people instead of leaving it to the enterprise of a commercialized amusement company?

Children's Festivals for Playgrounds, Settlements, Public Schools and Sunday Schools

1. Romping Day, Free Play Recreation Day, for city children, held in different parks or playgrounds under supervision.

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2. Play festival, organized games, dances, and events previously prepared representing school and club work. Also the closing work of a playground season.

3. Seasonal festival, prepared as above, May Day, Arbor Day, Fourth of July, Harvest, Christmas, illustrated by folk dances, ceremonials, plays, tableaux, pantomimes.

4. Festival of Nations, for special occasions, Labor Day, Washington's Birthday and others, representing the customs, costumes, dances and games of different nationalities.

5. Masque of Fool Days, Hallowe'en, Ragamuffin Day, Election Day, April Fools Day. Let these be organized into exercises and fitting ceremonies which will give pleasure and remove the element of menace which they now present to the public.

Pageants for Older Children, High Schools, Colleges and Universities

1. Pageants drawn from history, Greek, Roman, English, etc., present day, city and state history worked out in processions, costumed and illustrated with appropriate action and dances.

2. Pageants drawn from literature, Chaucer, Shakespeare. American literature illustrated by tableaux, plays and dances, reviving the customs and costumes of the period they represent.

3. Out of door plays such as those to be incorporated into civic festivals, Hiawatha, Evangeline, Greek plays, Shakespeare and modern plays.

Festivals for Adults, for Recreation and for the Purpose of Raising the Standard of Public Entertainment

In connection with clubs, societies, civic organizations, school and Sunday school picnics, settlement outings, church socials and church societies. These celebrations usually take place in churches, schools or in saloon halls, gardens, picnic grounds, parks where there are public amusement, moving pictures, shows and drink. The neighborhood center of a municipal playground would supply this need, or spaces in public parks set aside for this purpose.

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Civic Festivals; Organized by Local Boards and Chambers of Commerce

For the celebrating of local anniversaries representing local history of village, town, county or city in simple pageants. Local or city history clubs may arrange program.

National Holidays. Other National and State Anniversaries and Memorials

1. Decoration Day, Thanksgiving and Christmas may be classed as home and community services of a serious and religious nature in which the communal interests are recognized.

2. Independence Day, Washington's Birthday, Decoration Day and Flag Day lend themselves to patriotic-military or peace society interpretations.

3. Labor Day stands at present for political or class interests. It presents unlimited opportunities for social interpretation in which the worker and his product may become unified. The guilds of the middle ages preserve for us games, dances and songs. These are supplying our folk dance programs of the present time with most valuable material. By means of floats and other illustrative material the processes of labor might easily be introduced in a Labor Day program. Manufacturers' exhibits, trade schools and mechanics' institutes could enliven their exhibitions with these industrial dances which the school children are so abundantly learning.

Festivals Unifying County and City

1. Independence Day may be called the common universal festival in which both city and county join alike.

2. County fairs can be made the occasion when the city visits the country. County fairs might be called the rural Labor Day.

3. Labor Day is the occasion when, as a rule, the country visits the city, as the city stands for manufacturing interests.

E. S. MARTIN, *Chairman.*

THE NEW PAGEANT

WILLIAM CHAUNCY LANGDON

New York City

So many and so varied have been the festive occasions in the last few years that have all alike taken to themselves the name of pageant, that the question What is a Pageant? inevitably arises. That it is at least somewhat dramatic, that it is spectacular, that it is given out-doors, and on the other hand that it is not a play in the regular dramatic sense, seem to be the chief notions of the new drama-form that are prevalent. Further, those who have been most active in pageantry and those who know most about it are the ones who are most diffident about formulating a definition. The fact is, the pageant is apparently a new force in inception; it is growing from the dramatic instincts of the people and like all things in the creative stage, cannot as yet be given final definition. Its outlines have not yet fully disclosed themselves.

Resort to the dictionary is of little help. The definitions found there are based upon the mediæval pageants, which were two storied scaffoldings on wheels, moved from place to place for the performance of spectacles and plays. The floats of our day are descended from these old pageants, but floats belong to the carnival, not to the prevailing form of pageant. This present activity is quite new and distinct. As will be seen, its most important feature was unknown in the mediæval pageant. If those who are boldly using the word for their dramatic and other festive celebrations were really familiar with the mediæval Lord Mayor's Pageants of London, if they had so studied and absorbed them as to be imbued with their spirit, there might be ground for tracing a dramatic genealogy. But it is very doubtful if in more than a few cases this is the fact. The use of the word, it would seem, is quite a matter of convenience, of resort in need to a word not at the present time pre-empted by general use. Really, however, in this widespread dramatic awakening several words are needed or at least an agreement as to the appropriate boundaries of several terms. Among these are the civic parade, out-door drama, masque, play festival, dance and flower festival, and carnival. In many instances these terms are not wholly satisfactory, and with natural unanimity

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THE DEERFIELD PAGEANT, MASSACHUSETTS (1910)—
THE DEPARTURE OF THE GRAIN CARTS BEFORE THE MASSACRE (1685)

the name-hunters have turned to the ancient and honorable, the fascinating and most picturesque name of Pageant.

Among all these joyous occasions certain ones seem to have staked their claim in such a convincing manner as to prevail upon us to yield them a right to the word, even if they can show a registered title of inheritance little if any better than that of the less successful claimants. Of these are many of the English Pageants, for instance those at Sherborne (1905), Warwick (1906), Bury St. Edmunds (1907), Dover (1908), Colchester and York (1909) and the Children's Pageant of Stepney (1909), of all which Louis N. Parker, the father of modern pageantry, was Master of Pageant; also the pageants at Oxford and St. Albans (1907), Chelsea (1908), Cardiff (1909) and Chester, and the Army Pageant (1910). Among the American pageants which have shown a convincing claim to the word are the Pageant of Education, Boston, the Tercentenary Celebration, Quebec, and the Founders' Week Pageant, Philadelphia (1908), the Pageant of the Renaissance, Chicago, the Pageant of Illinois, Evanston, and the Pageant of Westchester County, Bronxville, New York (1909), and the pageants at Ripon, Wisconsin, Deerfield, Massachusetts, Peter-

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borough, New Hampshire, and the Pageant of the Perfect City, Boston (1910).

A study of these pageants leads to a definition which emphasizes the distinctive essential of this present dramatic movement. The Pageant is a dramatic presentation of the history of a community or of the development of a phase of civilization given by the people themselves.

All the English pageants and most of the American pageants have been historical in character. The pageants that presented the development of a phase of civilization seem to be growing along the same lines; but they are thus far few in number and their distinctive characteristics have as yet only slightly suggested themselves. The historical pageant is the central type. In this the essential characteristics are clearly seen. These stand out boldly in comparison with the play of the regular drama. The regular drama presents the story of an individual human life, given usually by a comparatively few professional actors; the pageant presents the story of the life of a community given by the people of the community themselves. The place is the hero; and the development of the community is the plot. This is the reason why a pageant should be given out-doors. When given in-doors, the hero is debarred from the stage. A pageant should always be given in some location where the town whose history is being presented may always be in full view of the audience, dominating every component episode, and itself the source, the scene and the goal of all the events.

Free growth and great diversity of form are unquestionably before the pageant in its future development. But it seems clear that already we have one fixed point which can serve as the criterion of pageantry. This chief essential is that to be a pageant, the performance must be a drama of a community, a drama of the upbuilding of cities and towns, of states and of nations, a drama not of the individual man but of the human race.



112.

THE PAGEANT OF WESTCHESTER COUNTY, BRONXVILLE, NEW YORK (1909)—
LORD HOWE BEFORE THE BATTLE OF WHITE PLAINS (1776)

THE NEW ENGLAND PLAYGROUND INSTITUTE

PENDLETON DUDLEY

Playground Association of America, New York City

"The aim of this Institute is to call not sinners but the righteous to repentance. The aim is not to convert people to the playground idea but to help those who are already carrying on playgrounds, or have made up their minds to do so, with definite suggestions as to methods."

This was the opening sentence of Joseph Lee's address Thursday evening, December 8th, at High School Hall, Holyoke. The occasion was the first session of the New England Playground Institute which lasted until Saturday night, December 10th.

The purpose of the Institute as thus outlined by President Lee was admirably carried out. Holyoke proved to be a splendid city for the work of the Institute. It is easily accessible and central with the result that eighty-two delegates came from twenty-four New England cities. Holyoke is a leading city in playground development and presented to the visiting specialists suggestions that will doubtless prove of value to other cities. One of the noticeable features was the cordial attitude of the citizens in Holyoke. They entered intelligently into the discussions, sought out the visitors for numerous kindly attentions, and in general made the Institute the uppermost matter in Holyoke. The sessions were authoritative, dignified, and of the utmost practical value. The news columns of the daily papers in Holyoke and Springfield were largely devoted to the story of the Institute; and the press associations by telegraph distributed briefer accounts to the more distant New England cities.

"What the Child Needs" was Joseph Lee's subject at the opening session. Mr. Lee pointed out that the law of growth was different at different ages but that there are some constant characteristics, and these he discussed at length.

Dr. John J. Cronin followed with the discussion of health problems that confront the playground leader. Said Dr. Cronin, "Our first message to you is: Do not harbor an exaggerated fear of microbes." Continuing he said, "The great value of the playground is its influence upon the health and growth of the child

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through the medium of the most natural and most attractive of all human activities—*play*. It would lead me too far to discuss in detail the value of unconscious physical training; of healthful occupation for mind and body; of the stimulus of association with other children of the same or similar age, upon the health of the children. There can be no two opinions on this subject in a gathering such as this."

The scene shifted Friday morning to the attractive public library hall with Howard Bradstreet, director of the Bureau of Recreation of the Park Department of New York City, as the first speaker. He was assigned the interesting subject of "A City Plan for Playgrounds and Public Recreation," which he used as an opportunity to outline many of the problems that confront the play leader at present. Avoiding hard and fast rules he pointed out various suggestive opportunities and possibilities. Lively and prolonged discussion followed.

George B. Markham, who is principal of a successful Public School Recreation Center in New York City, told the fascinating story of its operations. He, too, stimulated a spirit of discussion and there was a rapid cross fire of questions and answers at the close of his formal address.

The scene of activity shifted once again to another Holyoke department—Windsor Hall—with G. B. Affleck, of the Springfield Young Men's Christian Association Training School, as the initial speaker. The subject was "Playground Equipment," and in the hands of Mr. Affleck, who is engaged daily in some practical phase of playground activity, it was one of the most helpful discussions of the Institute.

Miss Ellen LeGarde, Director of Physical Training of the Public Schools of Providence, and a playground leader of distinction, closed the afternoon session, her subject being "Playground Activities for Children Under Ten Years of Age," illustrated by charts and specimens of young children's handiwork. She outlined a program which was successfully carried out last summer on the Holyoke playgrounds. Each of these addresses was followed by questions and general discussion.

Dr. J. H. McCurdy, another representative from the Springfield Training School, gave his ideas of playground activities. This likewise was an address of ways and means, as well as a chapter

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from the book of experience of a leader of playground leaders, and it too was followed with a rapid fire of questions and answers.

"The play interests of girls," said Miss Beulah Kennard, discussing the subject of playground activities for older girls, "change at about seven or eight years of age. They no longer have the simple joy in circle games. If these continue to be a dominant interest they are apt to acquire a sentimental character. An intense desire for activity develops. Running and romping games are natural expressions of the activity and competition as in racing, simple bean bag and ball games should be encouraged. Dramatic play attracts imaginative little girls at this age and they greatly enjoy pantomime or dramatized fairy stories. The games which are played by younger children need to be given greater significance and more dramatic detail. The imitation of adult life, such as playing house or store, becomes realistic. Constructive play becomes more practical. They wish to make doll's clothes which can be taken off and put on again. For lack of a better tool even the needle is utilized. A little girl of nine has recently joined three sewing clubs besides taking sewing in school. Curiosity games are popular. Riddles and conundrums, tricks, twisted words, and all sorts of fanciful turns of the imagination are noticeable. Between eight and eleven is a critical period and should be watched accordingly. Many little girls who are found in our playground fail to develop as they should. They lack imagination for normal growth and by the time they ought to be ready for the play activities of the adolescent period have almost lost the play instinct. Play leaders should devote a definite time each session to these little girls. They should be given some equipment not used by the younger children and above all should receive encouragement in their active social plays. At eleven or twelve another change takes place. The competition spirit gives place to co-operation. Motor play consists in the use of apparatus only. But playground interest centers in social games and dancing."

Arthur A. Carey, president of the Free Reading Room, Waltham, Mass., which, by the way, is one of the most helpful civic agencies in New England, told the story of boy and girl scouts. He brought along the paraphernalia utilized by the scout leaders and used them to illustrate his extremely interesting address.

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A large and expectant audience gathered at Windsor Hall Saturday afternoon. The program was one of demonstration under the direction of Miss Ellen LeGarde and a number of her assistants. Groups of Holyoke children were present and without hesitation or delay ran through a series of fascinating group games and folk dances. It was not only a beautiful spectacle but was a striking illustration of the results that may be worked out when an American city is willing to give a small amount of intelligent attention to the welfare of the children.

At the closing session Saturday night the district superintendent, Edward W. Stitt, of the New York Public Schools, offered practical suggestions regarding the use of school buildings for recreation centers. Following are a dozen or more suggestions made by Mr. Stitt:

1. All new school buildings should have the first (ground) floor constructed with high ceilings, so that the indoor yard or playground may be properly equipped as a gymnasium at night.

2. It is necessary that adequate electric light be provided, especially in the game and library room.

3. Mixed dancing classes are to be encouraged, but they must be carefully supervised so that both sexes may realize that the privilege is one that may be withdrawn from any person found to be unworthy.

4. In connection with the centers, one of the kindergarten rooms should be used at night as a "Mothers' Room."

5. The auditorium should be located on or below the street level, and be provided with movable furniture, to permit dancing, drills, pageants, and athletic exercises.

6. The auditorium platform should be sufficiently elevated that it may be used for little plays.

7. The waste place in the cellar should be utilized for the installation of bowling alleys.

8. One side wall of the playground should be boarded, so as to provide proper space for hand-ball courts.

9. In connection with the clubs, the cooking rooms of the day school should be used Friday and Saturday nights by

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mothers, who should receive instruction in plain cooking, bread making, and simple dietary preparations.

10. Sewing clubs should also be organized for women who will not attend the regular instruction of the evening schools.

11. In the less congested portions of the city, where it is not advisable to establish regular recreation centers, use can be made of some of the vacant rooms.

12. Where possible larger opportunity should be afforded for the development of glee clubs and choral singing.

13. Evening recreation centers should be furnished with baths so that after the vigorous physical exercise, there may be a chance to take a cool shower bath before venturing out into the night air.

14. In better neighborhoods, upon one or two evenings per month, there should be a "Fathers' Club," devoted to the discussion of civic and industrial and social topics, and especially to the great American problem of how to bring up a boy in a great city.

15. Once a week in the auditorium or assembly-hall, there should be an exhibition of moving pictures.

16. It is very necessary that measures be taken to continue the work of social and recreation centers throughout the whole year.

17. There is also to be desired a gradual extension of the use of the school auditoriums for the discussion of municipal problems.

Joseph Lee made the closing address—"The Use of Leisure." This will appear in a future number of *THE PLAYGROUND*.

"Euripides' play, the *Bacchal*, represents the king and people of Thebes driven mad by the god Bacchus because they have failed to receive him and have cast him into prison. The same thing is happening to-day. Surviving Puritanism has deprived us of the free expression of our spiritual nature, and nature denied its way has made us mad.

The result with us is the same as it was twenty-five centuries ago in ancient Greece.

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The god denied his natural utterances has made us mad. Our half hypnotic interest in prize-fights; the hysteria of our big football games, and our professional baseball are the typical results. They are the utterances of an unsatisfied longing to get back to nature.

People have a home-sick sort of feeling that these things, at least are expressive of original human instinct, and they turn to them with a sort of pathetic desire to get back home.

The same tendency is seen in the extraordinary and grotesque expenditures of our millionaires; in the futile steam yacht, a yacht on a business basis with the yachting part left out; in the agonized palaces—'A pastry cook's nightmare in stone and stucco' or the like; in the paying of several large fortunes for some celebrated picture, almost millions expended for a single example of someone else's play. It is seen in these and many other helpless monuments to the unknown God—in our whole frenzied attempt to buy sport and art, to purchase some expression by others of the native impulses which we have neglected in ourselves."

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The Playground

Recreation Centers



A PURITAN MAIDEN IN THE DEERFIELD
PAGEANT

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PURPOSE:

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SOME USES OF THE PUBLIC SCHOOL HOUSE*

ELMER ELLSWORTH BROWN, PH.D.

United States Commissioner of Education, Washington, D. C.

We are all perfectly familiar with the idea that public education concerns itself with training of children. Such training is understood as continuing through the elementary school, a period some seven or eight or nine years in length. For some pupils it is continued through the high school, which adds four years to this course. The high school has had an extraordinary growth in popularity, as shown by the fact that about eleven or twelve persons in every thousand of our population, the whole country over, are all of the time enrolled in such schools. In about forty of the states and territories, the people have already gone much further, establishing universities publicly supported and publicly controlled. Even those states which are not provided with state universities have agricultural and mechanical colleges, established under the impetus of the federal grants for such institutions. In a number of instances, as in Ohio, Colorado, and Oregon, the state maintains two or three institutions of higher education. Well organized graduate schools are maintained by the leading state universities, Illinois having set the pattern of a special legislative appropriation for this purpose; and schools of the several professions are attached to such universities. Certain communities, notably New York and Cincinnati, have carried the city system of public instruction up into the range of the higher education.

This, broadly speaking, represents our idea of public education as it has hitherto found embodiment in fully organized institutions. It is the education of all up to the age of fourteen, and the education of many up to the age of twenty-five or thereabouts.

We are familiar with these customary limits. On the other hand, we are familiar with the academic dictum that education is a continuous process from the cradle to the grave—that it knows no limit save that which every individual permits or imposes for himself. In the past generation a great many private agencies have been providing for education beyond the ordinary limits of school

* Address delivered at the Fourth Annual Congress of the Playground Association of America, Rochester, N. Y., June 7, 1910.

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education. Summer schools, correspondence schools, public libraries, Chautauqua assemblies, and how many others it would be hard to say, have all had a part in this undertaking.

Now, there are many indications that the American people are beginning to take the larger view and make it the ideal of our public educational activity. The new American idea is gradually emerging and taking form. And that, so far as we can now formulate it, is the idea that instruction is to be brought within the reach of every citizen who desires instruction. Public education, from this point of view, aims at the education of all the people.

We say that the intelligence of the people is necessary to the success of our institutions. But there is one thing to be added. A stationary intelligence, an arrested intelligence, is full of dangers of its own. What our democracy needs is, on the part of all of the people, a rising tide of intelligence. The rapid changes of modern life make such a condition indispensable. We are, in fact, getting this condition, in a fragmentary way, through the operation of a thousand agencies. So far as our ordinary school systems are concerned we have sought to give a strong push in this direction during the mobile period of youth; leaving to natural momentum and to various chance the continuance of the movement through the years of after life. But the change to which I have referred means that public as well as private educational agencies are now concerning themselves with carrying that push toward learning over into the matured life of our citizens. It really looks as if our states were coming to be themselves educational institutions. I would hardly venture to say it now, but the time may come when a state may be described as an all-embracing school, which the people have organized for the betterment of their life.

What manner of state would it be if this conception were realized? Think of it, for a moment. To be a citizen of that state would be to have the opportunity of instruction in any subject at any age of life. The artificial distinction between school life and real life would disappear. The young farmer on the farm, the laborer in middle life, the mother of a family, the aged, in the leisure of a second youth,—if any of them should have the desire to learn, the opportunity to learn should be at hand.

I do not doubt that the training of children, in the more plastic years of life, will always be the prime consideration. But we are

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going to hold fast to some of the advantages of childhood on into mature life and middle life, and even down into the years that verge upon old age.

The public press has commented upon the fact that Rochester has a night school pupil seventy years of age. I do not imagine that such a circumstance will be so unusual a generation hence.

For my own satisfaction, I am trying to make out what this movement for the wider use of the school plant means. To see men and women in large numbers going frequently and regularly to the school house, is a thing that calls for explanation. What has been said thus far is, I believe, a true explanation as far as it goes: that the new phenomenon points to a change in our plan of education. Our children's children may not see the newer ideal altogether realized. But the school systems that were dreamed of by eighteenth century idealists are in actual operation all about us to-day. Our own dreams, in this age of swifter accomplishment, may come true earlier than we dare anticipate.

This one explanation, however, will not cover the whole case, and it is now time that another were tried. It has been said that we are carrying the opportunities of childhood into mature life. That is good, so far as it is possible, and we are coming to have increasing faith in its possibility. While the brain and the soul of man lose much of plasticity and of elasticity with advancing years, the change is not absolute. It is mainly a difference in degree. And while fundamental changes for the better are not to be expected in one's physical condition late in life, there are many other elements entering into the case; and civilized man is undoubtedly educable for longer periods and in higher degrees than those who are held down both by heredity and by environment. These considerations may lead us to our second explanation: that the spirit of childhood, as well as its opportunities, is to be projected into later life; that men and women are learning to play.

Genius has been defined as the heart of a child beating in the breast of a man. In some sense this may be made a definition of normal and wholesome life everywhere. We are going to be young though grown-up, and growing old. If we had been born in the south of Europe, we should not have to learn how; but being mainly Anglo-Saxon, or from some neighboring land of the "North Countree," we learn to play systematically and seriously. Our immi-

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grant citizens from sunnier lands of the South have in them the very spirit of play. They should be much at home in the more joyous occupations of the new school centers, and should bring with them a very contagion of light-heartedness.

I should imagine that the wise school children of our day might feel some curiosity to know what their elders are doing at the school house in the hours when they, its natural and proprietary residents, are excluded. I think it was Alphonse Daudet who told the story of the ancient mansion which, in later and degenerate days, became a factory where soda water was made. When the ghosts of its former inhabitants returned at night, they lived over their old life as best they might, in the familiar rooms and corridors all encumbered with modern boilers, tanks, and packing boxes. But when they drank the soda water, mistaking it for old champagne, it went quickly to their heads, for they were thin little ghosts at best.

And is it then the ghosts of boys and girls of a generation ago that are having their good times, in a shadowy and reminiscent way, at the school house when it becomes a "social center?" O, no. Far from it. Such unreal happiness could not last for long and could not make any impress on the vigorous life of to-day. But something of recreation such as working men and women crave is offered by these centers. It is as good and wholesome a thing as they can impart.

There is one far-reaching reason why we may wish to see the spirit of play come abroad among our people; and that is because of the promise which it holds of a richer development of American art. A great national art is the outgrowth of a great national life, and many conditions may serve to foster its development. It is not to be thought for a moment that any one set of circumstances can make it, though many circumstances may mar it. But the habit of joy, and the search for the finest expression of spontaneous joy, is certainly one large element in its making. The different arts, too, vary widely in the conditions which favor or hinder them. But all of them require for their best, according to modern standards, the participation of a people in whom the demand for artistic expression is widespread and insistent. Whatever can make our people sing more together, with sheer interest in the excellence of their singing and of the song, is a help to the makers of musical art in America. And we shall not be far amiss if we hold that the practice

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of free recreation in the wholesome environment of a public social center, when it becomes a common and usual experience in all of the cities of our land, will help to make us a people in whom the fine arts will flourish, and bear new fruit.

What is it then that is doing in these various centers? Our people are finding new ways of realizing and expressing the joy of life, and so far forth are preparing the way for our new American art.

There is still a third explanation of this movement. Let us consider it for a little, and then leave further interpretations to other men and other times. The making of these school and social centers grows out of the new liking of our people for doing things together. The very forces that have been drawing us apart, into groups and classes, have been making us sick of artificial separations. There is really arising a hunger for neighborliness, and it is most keenly felt in the very environment where the old-fashioned neighborliness is most clearly impossible. When we go to Europe and meet in the Trossachs or Unter den Linden the man from over the way we greet him as a friend, though we hardly recognized him at home. Then when we return to our own street and resume our ordinary ways, the chances are ten to one that we shall drop back into the old indifference. The lines of association do not nowadays, run straight from our door to our nearest neighbor's door. Our shortest way to him is around by some common meeting place, where we join with him in a common cause. Then it is that we find how much we need him and need to associate with him.

Besides, the men and women who are to benefit by these things must do the things themselves. It is pretty hard in these days to find any large or coherent class of people who are content to have things done for them. We do not ourselves take pleasure in the man who simply does good to us. We expect to have a hand in the doing. So does our neighbor over the way. So do our more remote neighbors who live in the big tenement houses, or in the long rows of two or three room cottages, all built alike alongside of some big factory or mine. If we are to have an education for all of the people, why, all of the people will provide it. If we are to have a recreation center for the neighborhood, the neighborhood will have a hand in managing it. The movement we are considering is

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another development of the idea of co-operation, and the doing of the thing together is quite as important as the thing that is done.

There is one familiar aspect of the matter which has not been stressed in this paper. It should, however, be mentioned here. The reference is to the financial side.

From the commercial point of view, all that costs money is investment; and any investment of which the principal is secure is to be regarded as good or bad according to the dividends which it pays. Even an investment which pays a fair dividend is not on a satisfactory basis if it might be made to yield a much larger return.

It is now commonly held that our costly buildings for schools should pay a larger dividend, in the satisfaction of social needs, than they are paying when they are left unused during many of the best hours of the year. Not infrequently, indeed, they have been unused for more than half of the available time. It is incumbent on the educational authorities to prevent this waste.

The argument is a good one, so far as it goes. It is fortunate that at a time when the need of a wider education is felt it should appear so plainly that the material basis for the wider education is ready to hand. The material equipment is not only ready for use; it is crying for use with all of the pain of an awakened economic conscience. "We ought not to be left idle, because of the shocking waste of our great values!" That is the cry that comes up from empty school houses and school playgrounds. "There is a new work to be done, and it cannot be done without housing and furniture and a thousand physical aids." That is the cry with which it is met. There is something almost uncanny in the correspondence between the two. The most vital and significant fact is undoubtedly that of the enlarging conception of educational responsibility. But the fact that the bulk of the costs of the new work has already been provided adds greatly to the hope of success, if it does not even give our public education conscience a little additional jog.

The studies which members of the Russell Sage Foundation are making in the field with which this paper deals, may be expected to mass together much valuable information. The promised volume setting forth the results of their inquiry will be awaited with much interest. They have freely placed at my disposal the information

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which they had collected up to a recent date, and I have made such use of some portion of it as time has permitted.

It is not easy to get one's bearings with respect to a movement so multifarious in character and direction, which is so variously interwoven with other movements of the age, and is moreover surprising us from time to time with new inventions or discoveries. For the present purpose we will leave out of account vacation schools and playgrounds and other activities which are mainly for the benefit of children within the age of compulsory school attendance. We are chiefly concerned just now with the schooling of those who are through with school, and some of them through with it many years ago; we are concerned with their new schooling and with other good things which may center for them in the public school.

Apparently the earliest form of this schooling-after-school appeared with the establishment of evening schools. These are now found as a matter of course in our larger cities. Little by little they are showing their capacity for variation and are developing in new and interesting directions. The evening school for foreigners learning the English language and the ways of American life is revealing large possibilities. The evening high school is a well known and securely established institution.

Within the past two or three years the term "continuation school" has become a familiar one in this country, and we have found ourselves wrestling with the problems which have made the continuation school an interesting puzzle wherever it is established. The voluminous work of Dr. Michael Sadler in England and the briefer bulletin by Professor Jones in this country have spread out before us both the actualities of the continuation school and the questions which it raises.

The evening high school has been our continuation school, and it still serves in good part the purposes of such a school. But there is the further necessity of providing for boys and girls who have passed the age of the elementary school without completing the elementary school course. Especially for such pupils, we must consider seriously the question of the connection between studies in the night school and the trades and occupations of the day. We cannot look to European schools for infallible guidance in this matter. The practice of those schools is various and unsettled,

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ranging from training in the actual processes of the several trades to more general instruction which ignores vocational considerations altogether.

Just at this time there is no more interesting question in the whole range of education than that of the interlocking of school instruction and apprenticeship. The continuation school presents a peculiarly interesting phase of this problem. It seems pretty well established in this country that as regards the leading trades one cannot be fully prepared to be a journeyman without some regular apprenticeship in a commercial shop. It is equally clear that the training of a trade school is better than any apprenticeship for an all-round development of industrial intelligence. Both forms of training being really essential, the ways in which they may best be combined offer a fruitful field of study.

The problem of the continuation school is still broader, for it relates to everything that can be done to further the education of those who have recently left school, with reference not only to their present occupations, but to ambitions and responsibilities that reach far out beyond their present occupations. In serving such purposes as these the schoolhouse finds a great and indefinite extension of its usefulness.

A very different interest attaches to the system of educational lectures, out of school hours, which has reached its most impressive development in New York City and is inseparably connected with the name of Henry M. Leipziger. It is not often that one man has the opportunity of identifying himself so completely with a notable and fruitful extension of our public education service. It is hardly to be doubted that the lecture system will in time develop valuable off-shoots in the shape of more fully organized courses of systematic study and instruction. Even when such courses have reached their full development, however, they cannot be expected to replace the more general and flexible lecture courses of a popular character which have already proved their wonderfully varied usefulness.

One far-reaching suggestion, which first came to me, I think, from Dr. Leipziger, and has long been familiar to the people of Rochester, is the suggestion that political questions, instead of being taboo in the discussions held in a public school building, are the very questions which may most properly engage attention at such meetings. It is worth while to see some of the bearings of such a

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question. Its relation to specific provisions of the laws or the constitution of any state is, of course, a matter to be decided by the authorities of the state concerned. It is the general question which interests us just now; and upon that general question I may frankly say that my mind is not made up. But so much as this is reasonably clear: that there is room for two very different kinds of political discussion.

A partisan propaganda has its necessary place and usefulness. It is the appeal of those who have definite convictions and who are seeking to win votes in support of those convictions. It belongs to a political campaign, and is bound up with the organization and the traditions of a political party, and with the enthusiasm which a public election can call forth. With all of its evils, the partisanship of a political campaign seems a necessity of our political life, and serves a purpose of its own. This view is commonly understood and recognized. But there is equal need, which is not so generally acknowledged, of the continuous discussion and study of political questions—real questions, in the concrete—without reference to party organization or party platforms.

One may imagine that our political campaigns would be conducted on a somewhat higher plane if between elections great numbers of our citizens engaged in some real study of political facts and needs. It may be that the public schoolhouse will be found to be the appropriate center for such political studies as these. It is a significant fact that such a plan has already been broached and to some small extent has already been tried.

It would manifestly be out of the question to make, in the time that I may occupy, any complete survey of recent movements in this field. There are certain other aspects of the matter about which a few words should be said, but much that invites attention must be passed by. The extraordinary development of late of social centers apart from schools, in parks and playgrounds, as it has taken place most notably in Chicago, does not fall within the scope of my subject. Numerous other phases of the movement in other cities must pass without mention, for want of time. One form, however, which the movement has taken must not be overlooked, and that is the rapid spread of school and home associations. The conspicuous activity of Philadelphia and Boston in the making of such organizations is widely known. These asso-

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ciations are experiments in self-education and homemade recreation by the parents of school children. They are also centers for the making of opinions respecting the proper training of children. Both of these things have in them the germ of great developments.

Something has been said already about the continued education of adult citizens and the fact that those who are to be educated must themselves have a hand in its direction. All education that is worth anything must have in it something of self-education. This is notably true of the education of adults. In these home and school associations the neighbors of the schoolhouse come together in the free hours of the evening and find ways of sending themselves to school. The large admixture of pure recreation with such schooling is an element of its strength. Education and play belong together. They help each other, so long as the mixture is a temperate one. As it is sometimes shaken together it is an intoxicant. In the evening gatherings of these home and school associations the mingling of serious work, formal lectures, music and platform entertainments, debating in clubs, gymnasium exercises, folk dances, and free plays, offers an attractive and promising program.

But what may be in the long run even more significant is the fact that these associations become vehicles for the expression of opinion on matters relating to public schools and education. Groups of parents who have long watched the training of their children in the schools and studied the question of training in the home are pretty sure to arrive at convictions respecting the improvement of the public schools. To have such opinion forming continuously all over the city, and finding expression through influential organizations, is one of the best conditions which can be provided for the betterment of a system of schools. A board of education is fortunate indeed if well established organizations such as these hold up its hands. And well-considered criticism from such source is quite as much to be prized.

If such advantages as these can be secured to any city on a large scale and continuously from year to year, the gain will be incalculable. The occasional wave of educational interest, with its sweeping denunciations and its radical reforms, followed by the quietude of general indifference, will then be replaced by a more constant and steady pressure in desirable directions. And changes, when they come, will find a large and well-informed body of friends

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and critics of the schools ready to receive them with discriminating appreciation.

There is no city, I am sure, in which more interesting movements have gone forward within the past few years in such directions as these than this beautiful city of Rochester. I have read the reports of the evening use of schoolhouses in this city with profound interest and appreciation. If I read aright, the very ends which have here been spoken of as desirable in this wide range of undertakings are the ends to which the work in Rochester is tending. I cannot close this paper without expressing admiration of the courageous way in which Rochester has gone forward in this business, and the hope that continued and continuous success may attend these efforts.

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EDWARD J. WARD

University of Wisconsin, Madison, Wisconsin

At the annual meeting of the National Municipal League, held November 16, 1910, the fundamental importance of the social center was clearly brought out. Professor Charles Zueblin and Doctor Samuel McC. Crothers pointed out "The Historic Antecedents of the Social Center," from the primitive gatherings of free men in ancient Greece and Rome and Palestine, through the old New England town meeting, to modern times. "The larger use of the schoolhouse is the twentieth century revival and expression of that democratic spirit which has been vital at intervals for more than two thousand years," said Professor Zueblin. Doctor Crothers closed his paper with the words: "Those who are opening our schoolhouses for the largest public service are simply carrying on the traditions of freedom."

The strongest emphasis was placed upon the use of school buildings for non-partisan gatherings of citizens for public discussion. In a paper on "Public School Buildings as Neighborhood Civic Club Houses," Henry C. Campbell, President of the Milwaukee Federation of Civic Societies and managing editor of one of the leading newspapers in the northwest, stated: "It is no exaggeration to say that in making the schoolhouse the forum of the people

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lies the chief hope of perpetuating the republic and of perfecting its institutions." That the public schoolhouse is the appropriate headquarters for non-partisan discussion of politics was the conclusion reached in a strong paper by Livy S. Richard, editor of the *Boston Common*. Mr. Richard, like Mr. Campbell, was formerly in Rochester and wrote from personal acquaintance with the work there. He made an interesting comparison between the benefits to be derived from this use of the school building and the results of the present custom of using the saloon for the purpose.

The permanent installation of voting machines and the use of public school buildings as polling places has an educational value in teaching civics to the children and to the recent immigrants in the evening schools. From the point of view of economy this use of the school buildings would effect a saving of \$7,500 or more a year in a city of the size of Buffalo.

The paper on "The Relation of the Civic Use of School Buildings to Public Service" was made up of statements from such public officials as former Governor Hughes, Mayor Gaynor, Mayor Whitlock, Mayor Seidel, and from aldermen and councilmen in various cities. The words of Mayor Seidel expressed the common opinion of these public officials: "As a public servant, I welcome the opportunity that this sort of gathering gives for a free and open discussion of topics of common interest upon a non-partisan platform. Such a discussion will help the servants of the people to learn what you desire and will furnish a chance for the public servants to talk over with the people the matters in which they seek to represent them. I hope that your example may be followed in every neighborhood until misunderstanding and prejudice shall have been removed by the development of civic friendliness and intelligent public spirit."

"The Public School Building as a Local Health Office" was considered by Doctor G. W. Goler of Rochester, who outlined the health program for the modern city, making use of the public school system as a base.

Miss L. E. Stearns, one of the leading exponents of library extension in the country, starting with the statement that "Experience has shown that where no efforts are made along the lines of library extension only ten per cent., or at most twenty per cent., of the people in any community are reached," made a strong plea

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for the establishment of a local branch library in every school building.

"The Public School Building as a Free Lecture Center" was the subject of a paper by Doctor Henry M. Leipziger, the head of the great lecture system of New York City.

"The School Building as a Recreation Center" was presented by Doctor Edward W. Stitt, also of New York, who pointed out that the provision of wholesome recreation under wise supervision is on every account economical, and that the public school buildings afford the ideal places for this provision.

John Collier, Executive Secretary of the National Board of Censorship of Motion Picture Films, furnished a striking paper upon "The School Building as a Motion Picture Theater," showing the enjoyment this use of the schoolhouse might bring to children and adults, and how it might elevate the tone of the motion picture business.

Hon. William D. Foulke, the following day elected president of the League, gave an interesting account of "The Use of the Public School Building as a Public Art Gallery," in which he told of development in this direction in his own town of Richmond, Indiana.

"The School Plant as a Center for Civic Festival and Holiday Celebration" was the title of a suggestive paper by E. S. Martin, Superintendent of Public Recreation in Columbus, Ohio.

The relation of the social center to the problems of rural life was presented by Charles W. Holman, of Dallas, Texas.

Clarence Arthur Perry, of the Russell Sage Foundation, gave a survey of the present developments throughout the country, stating that there are now over a hundred cities in which a wider use is systematically made, and speaking in detail of the work in some eighteen of these cities.

In a series of papers the relations of the social center to various existing institutions were considered and set forth. Professor Edward C. Elliott pointed out the advantages in equipment, support, and interest which come to the regular school through such wider use. His article was supplemented by the statements of several school principals who spoke of the practical advantages which came to their schools through their use as neighborhood centers.

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Mrs. Edwin C. Grice, President of the Philadelphia Home and School Association, showed that this development does not rob the home, but rather supplements it.

Professor Louis E. Reber, Dean of the Extension Division of the University of Wisconsin, told of the various ways in which through social center development, communities may take advantage of the resources of the university in lectures, discussion material, selected libraries, moving picture films, and lantern slides.

"The Relation of the Social Center to the Church" was presented by Rev. Richard Edwards, University Pastor of the Congregational Church of Wisconsin. He showed that the social center movement serves the great end toward which the church aims,—that of creating a better social condition.

Robert A. Woods, of the South End House, Boston, showed that, as in other social movements, the settlement furnishes simply the pioneering experiment station, blazing the way for the broader and more democratic advance of neighborhood work in connection with the public school building.

Professor George M. Forbes, President of the Board of Education of Rochester, wrote out of his home experience upon "The Relation of the Social Center Development and Especially the Neighborhood Civic Club Gatherings to Progressive and Educational and Reform Movements of all Kinds," showing how this sort of gathering furnishes the medium through which the people may be easily reached and in which such movements may find ready popular understanding and consideration.

Charles E. Knowles, formerly secretary of the Buffalo Social Center Association, pointed out "Some of the Difficulties to be Overcome." Mr. Knowles wrote from the point of view of the Buffalo movement, which seems to have encountered more difficulties than the movement in any other city.

The large number of persons interested in the Social Center development in Buffalo, as well as the interest of the delegates, furnished a live audience, and the discussion which followed the presentation of the report showed a unanimous feeling on the part of those present that the use of public school plants as social centers is likely to be carried forward rapidly in that city as in other places over the country.

PLAYGROUND INSTITUTE FOR THE MIDDLE ATLANTIC STATES

C. R. H. JACKSON

Physical Director Young Men's Christian Association, Scranton, Pennsylvania

Representatives from Virginia, North Carolina, West Virginia, Washington, D. C., Maryland, New Jersey and Pennsylvania, to the number of fifty-three, met at Baltimore on January 12, 13, and 14, to attend a playground institute.

The main point of discussion at the first session was the division of children on the playground. The best arrangement, probably, is: children under ten and eleven in playgrounds by themselves; boys of eleven and over in separate playgrounds with considerable athletic equipment; girls of the same age in separate playgrounds. One reason why the girls should be separated from the boys after they are ten and eleven years of age is that they may not depend upon the boys for leadership, but may develop in themselves powers of leadership and self-confidence.

Dr. Edward W. Stitt, of New York City, pointed out that unused places are "wasted places," and that a park should be placed in every neighborhood where children are growing and developing. He also told of the great value to the people of using public school buildings as recreation centers.

E. B. DeGroot, of Chicago, was strong in his plea for active recreation rather than passive recreation, and gave as his opinion that if the girls could be taught to dance vigorous folk dances, they would become dissatisfied with the dreamy, passive dances of the cheap dance halls, and that without the girls to attract the young men to the dance halls, the dance halls would soon be closed. There is no question but that the boy who is kept actively engaged in vigorous pastimes will be less tempted to spend his time in the cheap moving-picture shows where eye strain, poor ventilation, and corrupting sensations prevail. Another point brought out by Mr. DeGroot was that in Chicago the girl has everything that the boy has,—the same opportunities to participate in the activities which appeal to her most and which she needs most, the same space, the same gym-

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nasium training, the same surroundings, the same friendly and competent supervision.

Playground associations are all striving for beautiful surroundings. The influence of the beautiful and true is valuable. Every park should have its playground. It was made clear that the children of the well-to-do need and desire playgrounds as much as do the children of the poor. In other words, municipal affairs should be conducted for all of the people for all of the time; and the playgrounds, athletic fields, swimming pools and baths are means to this end. Thomas M. Beadenkoff called the public baths, cleansing baths, and the swimming baths, recreational baths. Baltimore is using portable baths, each containing six cabins or compartments in which a change of clothes can be made. On a hot summer's day six hundred people have patronized one of these portable baths.

George E. Johnson, of Pittsburgh, outlined work that should be done during recess, and how the children should be taught to play. The three amusements most attractive to small children are the sand bin, the wading pool, and the sliding board.

Much consideration is being given to the surface of the grounds. Chicago is now experimenting on a composition of asphalt, cork and sand for tennis courts, which it is thought will give the best surface yet used.

Dr. W. E. Meanwell gave an account of the work of the Athletic League in Baltimore. This was followed by demonstrations and lectures of the Boy Scout Movement.

The Friday evening banquet at the Hotel Belvedere was a very pleasant affair, attended by about two hundred and fifty people. The Governor of Maryland, the Mayor of Baltimore, Dr. Edward W. Stitt, of the Board of Education of New York City, Joseph Lee, President of the Playground Association of America, delivered addresses, and Seumas McManus, the famous Irish storyteller, told some of his inimitable stories. The toastmaster was Robert Garrett, the one time Princeton University discus thrower, now president of the Athletic League of Baltimore. Joseph Lee spoke first of the importance of realizing that in being and doing the things that Nature dictates we reach our highest development. He spoke from a vast fund of knowledge gained by actual experience in playground work.

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Mayor Mahool in a fine address proved an ardent advocate of public recreation.

Saturday morning was given up to a demonstration of games by the school children of Baltimore, which concluded with games by children from the blind asylum. In the afternoon in automobiles the delegates visited the playgrounds and recreation centers of the city. All the delegates spoke enthusiastically of the hospitality of the Baltimore people. I am sure the same hospitality would be shown in any other part of the country, north, east, south or west, for the playground people everywhere are the most delightful people to meet, not because they are playground people,—they are playground people because they are kind, generous and interested in little children. Some men came whose expenses were paid, others came at their own expense; some men came who are receiving salaries for work on playgrounds, others came who receive no salaries, but are giving their time because they believe in the work. Judges were there, business men, and men of affairs, and many fine women, whose kindness and culture were their chief characteristics. It is indeed a strange condition of affairs, and is one of the greatest proofs of the inefficiency of the present municipal form of government if any city, progressive in matters of business, should be content to neglect the welfare of its children and to let the dollar look so big that the primary object of good citizenship, which must always be the proper training of the children, should be lost sight of.

The city must not only be held responsible in furnishing book knowledge to its people, but in giving them physical training and the opportunity to develop their self-respect, honesty and courage.

“A man’s pleasures give us his true measure. To change the measure is to change the man. Recreation is very near the heart of the social worker’s relation with the poor.”

MARY E. RICHMOND

PLAYGROUND INSTITUTE FOR THE CENTRAL STATES

E. A. PETERSON, M.D.

Goodrich Social Settlement, Cleveland, Ohio

"I am the mayor of L—— and we have been discussing playgrounds for some time, so I just tho't I'd run over here and find out the best way to go at this question."

"I have come all the way from Iowa to get the best playground plans."

"I am from Kansas City, Missouri, and want to exchange ideas with all of you on playgrounds."

"I am the secretary of the Y. M. C. A. in J—— and I want to talk over our playground problem with you."

They came from all the middle states and from some other states to exchange ideas and learn what plans others had worked out, until a goodly number were assembled at the first Playground Institute for the Central States.

In general the questions considered were the practical problems of the individual playground rather than those relating to the entire playground system. One of the most inspiring addresses was given by Charles W. Garfield of Grand Rapids telling the story of how his city raised \$200,000 for playgrounds. Mostly, however, the discussions were in regard to the principles of playground management, the kind of games children of certain ages like to play, and how to so organize for them that the best good for the largest number will be accomplished; also, how to use the streets for play, and how to broaden the scope of girls' activities.

Some of the important questions upon which much light was thrown were:

(1) What steps should be taken after grounds were secured?

Answer: Secure a supervisor, then co-operate with every other agency in the city which can help with the work, and try to establish a public recreation commission.

(2) Where can you get play leaders, and what are the qualifications of a good leader?

Answer: They are hard to find, but some are being turned out by the Y. M. C. A. training schools in Springfield and

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Chicago and some other schools. Some normal school graduates have proved efficient, and kindergartners who have realized that older children need a different kind of play from the little folks. In their training they have learned much of the spirit of play. Some of the qualifications are knowledge of the meaning of play and acquaintance with games, ability to become one of the crowd, broad vision and self-control. An entertainer is not wanted on the grounds; a leader is what is needed. Be careful about employing the person who has the playground work all cut and dried. A good director simply eliminates the bad from what the children choose and then gently leads on to other things.

(3) Shall we have a schedule?

Answer: It was the general opinion that a schedule of thirty or forty-five-minute periods was not a good thing, but that it was advisable to have certain activities carried out at certain times—for instance, league base ball games at 10 a. m., story hour at 1 p. m., athletics at 4 p. m. There was a division of opinion as to the merit of opening and closing exercises.

(4) How can we keep supervision up to a high standard of efficiency?

Answer: Frequent meetings (one a week) at which the directors get a chance to exchange ideas were highly recommended.

(6) What is the radius of direct influence?

Answer: For children under ten years, two or three blocks. For children over fourteen years, one half to one mile.

(9) How about special occasions on playgrounds?

Answer: Certain "occasions" are good, but the great danger is that they tend to formality and interfere with the real work of the playground. Fairs on playgrounds are fun, but they are not conducive to making playgrounds popular with business men. Big athletic meets where prizes are solicited should be placed in the same class and are objectionable in addition, because they tend to fix attention on the prize rather than the fun. Weekly athletic meets are good if large numbers compete. The important thing the director must ever keep before him is that the motto of a good playground is: "The most

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good for the greatest number"; and that the business of the playground is to provide activities for all the children who come there.

(10) Shall playgrounds be open after school?

Answer: By all means. Baltimore found that children came on the grounds after being in school all day with an exuberance which they had not shown all summer.

(11) What out-door activities can we have on the grounds for grown-ups?

Answer: Gymnastics and games, volley ball (very good), quoits, track athletics, bowling on the green, dramatics and dancing. To these may be added band concerts, motion picture shows and entertainments of other sorts.

(12) How can we broaden activities for girls?

Answer: By carefully teaching games. Girls like to play playground ball, volley ball, and do something at athletics. An honor roll for girls was found successful. To become a member a girl must have jumped so far, run so fast and thrown a basket ball so far from a seven-foot circle. Folk dancing is one of the most important activities for girls and should be practiced on every playground. Tennis and tetherball are also good games.

(13) Should inter-playground contests be encouraged?

Answer: Some men say they have been successful in conducting leagues in which a larger number of the children took part on their own grounds, and also "hippodroming" varsity teams. In a playground experience extending over some seven years, the writer has never seen a playground on which there was a successful home league and a representative team. Having served four years on his college athletic association, which spent all its time keeping one team straight during a season, and two years as a teacher in a high school where all the time was not enough to keep one team straight, he feels very decidedly that with the large amount of work there is to be done on a playground, and the necessarily small force to do it, we had better spend our time in promoting the "most fun for the most boys" than trying to keep straight a "varsity team." Better to have ten teams in a baseball league than the championship of the state. Others, however, say it can be done.

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At the banquet the president of the Playground Association of America, Joseph Lee, delivered an able address sparkling as, one of the newspapers suggested, with the *Atlantic Monthly* style of humor. Judge Murphy of Detroit pointed out with great force and power that no city could be proud of her achievements unless she had provided in some adequate way for the play of her children.

Yes, we want to attend another institute.

FIRST ANNUAL CONFERENCE OF THE PLAYGROUND ASSOCIATION OF CALIFORNIA

MRS. MAY L. CHENEY

University of California

The first public meeting of the Playground Association of California took the form of a conference lasting three days, and was held at San Francisco, December 15, 16, and 17, 1910.

Over one hundred delegates from women's clubs and other interested organizations registered on the first day, and visits were made to the local playgrounds. Some of the delegates came over five hundred miles, the southern California commissions considering it worth while to pay the expenses of their best workers to San Francisco for the three days. The keynote of the program was the need of efficient workers. Material equipment, land, and governing boards are a practical necessity, but from beginning to end of the three days' session, the discussion centered on the crucial test, the effectiveness of the director. On the first evening some general introductory remarks were made by Mrs. Lovell White, a member of the San Francisco Commission, and one of the vice-presidents of the Playground Association of America, and Dr. Philip King Brown discussed "The Psychology of Play." An exhibition of folk dancing was given by the children of a private school, led by Miss Irene Elizabeth Phillips, who has lately come from Rochester, New York, to California. Then Mrs. Willoughby Rodman, president of the Los Angeles Commission, gave an historical account of the organization of playgrounds in California.

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The next morning, C. B. Raitt, superintendent of playgrounds in Los Angeles, described "The Playground in Operation," giving an excellent account of the economical division of space, and arrangement of apparatus, and the necessary provision for children of different ages, and for all the varied occupations which make up the sum of activities of a well-ordered playground. He spoke of the industrial work that has been introduced in the Los Angeles playgrounds, and of the work at the recreation centers. The all-important subject of "Adequate Supervision" was touched upon by Mr. Raitt, though that subject had been assigned to George E. Dickie, superintendent of the Oakland playgrounds, who followed. Mr. Dickie described the provision made at the University of California for training playground workers, and reported that Leland Stanford Junior University and some of the state normal schools were also training workers. He argued that while playground workers, like all other social workers, are "born and not made," the born workers need to be trained, and tried out in the course of their training to demonstrate their fitness. The University of California maintained an open playground on California Field during the summer session last year and will do the same the coming summer. Mr. Dickie commended this practical demonstration of the work, and the opportunity it gives of testing the effectiveness of the candidates in training. He deplored the difficulty of finding suitable men, and urged better salaries as an incentive to good men to enter on the work. H. J. McCoy, president of the San Francisco Commission, described the San Francisco playgrounds, showing how the work had been interrupted by the great disaster, but taken up again with determination. San Francisco had an appropriation of \$741,000 for sites, and has leased or borrowed from some of the other city departments land which will be transformed into playgrounds. By co-operation with the Fire Department, a large swimming-tank is being added to the North Beach playground, the salt water being furnished free, because it forms a unit in the supplementary fire-protection system, which is being installed.

The program closed with an interchange of experiences by the workers, which had to be interrupted by a call to the luncheon served under the auspices of the Associated Charities of

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San Francisco. Four hundred and twenty of the leading club women, business men, social workers, and playground enthusiasts gathered at the luncheon. The secretary of the Associated Charities chose the subject, and the Playground Association furnished the program, which consisted of four short, pithy talks on "The Girl and the Playground." One of the probation officers of Alameda County, Miss Beatrice McCall, spoke earnestly for consideration of the play spirit in girls, and its relation to girl delinquency. Miss Ethel Moore, a member of the Oakland Playground Commission, spoke of the special provision which has been made for girls, and Mrs. Rodman, of Los Angeles, told what was being done for girls in that city. J. C. Astredo, of the San Francisco Commission, spoke last on "What San Francisco Ought to Do." He described some of the difficulties and made it clear that these would be dealt with in a large cosmopolitan way.

At the afternoon session, Dr. Everett C. Beach, head of the department of physical education of the Los Angeles schools, spoke in a practical and helpful way on playground games for children of different ages. He had models of the apparatus used in the different games made by the sloyd classes of the Los Angeles school department, which he set up. This was followed by a talk on "Rural Recreation Centers," by Ernest Bradley, director of such a center in Marin County, at Kentfield. C. M. Goethe, of Sacramento, who has recently returned from abroad, spoke on "What Other Countries are Doing." The last speaker of the afternoon was Miss Irene Elizabeth Phillips, formerly of Rochester, New York, who spoke on "Public Recreation." At the evening session, Dr. R. G. Boone, of the Education Department of the University of California, spoke on "The Significance of the Playground Movement."

The Saturday morning session was given to a discussion of "Public School Playgrounds." Gilbert N. Brink, principal of the Berkeley High School, introduced the subject, and Alexander Sherriffs, superintendent of San Jose schools, led the discussion. It was plain that the schoolmen believe that the best way to provide playgrounds for all of the children of a city is to see that a suitable play space is attached to every public school. This would give the proper distribution. The children

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would not have to travel far from home to have the benefit of the playground, and the groups would be smaller, two very important considerations. The cost of proper supervision was warmly discussed, for the regular playground workers were positive that the work could not be done by the over-worked teachers of the public schools. The final agreement was reached that a large city needs both municipal and school playgrounds, and that all playgrounds need trained supervisors. A few words about "School Gardens," and their relation to the health and play movement, by Professor E. B. Babcock, of the department of agricultural education of the University of California, closed the program. Automobiles were furnished, and visits were made to the playgrounds of San Francisco, Oakland, and Alameda, a very appropriate object lesson to follow a very practical meeting, as most of the problems discussed were illustrated in one or the other of these cities.

ADOPTED BY THE CALIFORNIA STATE PLAY- GROUND ASSOCIATION

1. We believe that a child has a right to a place of his own for play.
2. We believe that the playground is the best preventative for tuberculosis.
3. We believe that the management of a playground should be in the hands of a commission.
4. We believe that trained leaders should be in charge of the playground, a woman for girls and a man for boys.
5. We believe that the salary of a play-leader should be comparable at least with that of a teacher.
6. We believe that adults should be encouraged to play.

THE DEERFIELD PAGEANT

(Deerfield, Massachusetts, July 14, 15, 16, 1910)

WILLIAM CHAUNCY LANGDON

New York City

I heard that there was to be a pageant at Deerfield, Massachusetts, only the day before the performance began. A friend, looking over some magazines, noticed a brief paragraph about it, and called my attention to it. There were to be three performances, in the evening of Thursday, and in the afternoons of Friday and Saturday. Deerfield is not the most easily accessible town in the east. As my own researches into the timetables resulted only in bringing me up face to face with a train leaving New York at 4.49 in the morning, I went to the Grand Central Station to ask help from the clerk in the Bureau of Information. He looked at me sympathetically through the hot weather and said, "Have *you* heard of that town? It is the hardest place to get in and out of you ever found." I finally took an evening train to Springfield and after spending the night there, went on up the next morning to Deerfield by an early train, arriving stealthily and alone at about half-past eight in the fresh country air and sunshine of a cloudless day. I saw the afternoon performance of Friday, the 15th.

Many would have thought it a disadvantage to hold a pageant in a town that was not something of a transportation center. Not so Deerfield. Deerfield did not take the railroad into its plans. I saw no placards of the pageant in the station at Springfield, only thirty-four miles away, nor at any other station along



The Deerfield Pageant—The Audience

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The Deerfield Pageant—The Property Room, the Stage-Coach Resting up for Its Next Trip to the Colonial Wedding

the line. The Springfield morning papers had good accounts of the first performance, to be sure, but with that exception it was my secret. No, Deerfield relied for her audiences on the people in her own vicinity—her own year-round people, people who were spending the summer

or their vacations there, and people who could come in on the trolley from the neighboring towns. And the audiences were good. One thousand people were present at the performance which I attended; more automobiles demanded positions than there was room for. It was found necessary to give an extra, a fourth, performance. So small was the amount of money spent directly for advertising that when I heard the figure stated,—although I refuse to allege that any wave of that fairy wand, however slight, lacks magic power,—I thought it really too small to have been worth while. It was only \$50.00, and this included stamps. It did not include the printing of the circulars, which of course did advertising work. The printing of the circulars and the programs together cost \$96.00. Yet without the advantage of a position on the main line of a railroad, without the advantage of advertising, Deerfield made her pageant a financial success. The total receipts were \$2,626.93; the total expenses were \$1,442.84. There was turned over to the Village Improvement Society \$1,184.09. It is pleasant to think that Deerfield was able to improve her streets, to care for her wonderful giant elm trees, with the proceeds of the three days of holiday and pageantry. Yes, the special significance of the Deerfield pageant lay in that it was thoroughly local—local not only in the historical subject matter presented, local not only in the personnel of those who participated, but local in its audiences.

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Probably the chief value of the historical pageant to American life to-day consists in the fact that so many people may have a part in it. The whole community, grown folks and children, can get together in the production of the joyous occasion. Every family can be represented. In front of the stable of one house I saw an old stage-coach littered over with five or more bonnie children, playing all over it, inside and out on top, and underneath. There were five in sight at the time I took my snapshot of them; that is how I was able to count them. I asked them if they were in the pageant. Yes, indeed, every one of them; they were all in the pageant. My atlas credits Deerfield with a population of 1969. About 200 or more took part in the Deerfield pageant. I presume this 1969 means the township. I cannot believe that as many as that live in the village street. But the whole township took part. Some of the performers came from neighboring villages. For instance, the parts of Greenfield people of colonial days were taken by thirty of their descendants of the present day. The oxen that again carted the harvested grain through the fields into the woods, where the ambushed Indians perpetrated the massacre, came from the neighboring village of Whateley, an old-time companion of Deerfield in suffering and home building. Two hundred out of 1969 is a good percentage. It justifies one in calling it a pageant of the people, really given by the community as a whole.

The arrangements of the pageant were simple. The scene was in the grounds of one of the beautiful old homesteads on the village street—grounds that extended back through orchard and farm to where the wooded hill slopes steeply



The Deerfield Pageant—The Green Room—Ancestors of All Ages Waiting for Their Turn to Go on

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down to meet them. There were many excellent sites in the town for such an occasion. Indeed it must have taken some Puritan decisiveness of character to determine upon any one. One place, a wonderful situation for the pageant, is right in the middle of the village street. With its gray gambrel-roofed houses and large elm trees, it would seem of itself to call back the memories of the past to re-enact their parts in pageantry. The sidewalks or paths, just there, go up on high banks on either side, and the road seems to run as in a narrow ravine over which the mighty elms hang their long



The Deerfield Pageant—Merry England Old Dances

branches. Straight up the road are seen the broad and sunny fields where in the Indian days the Deerfield Puritans raised their grain, and from the left hand the road comes in from Hadley and the south. Just the place to set a pageant! The seats for the audience I should put across the road. And the traffic? Let it go around, for the time being, through some other town.

But those who had charge of the pageant showed wisdom as well as decisiveness in their choice of the grounds a little way back from the street, and beyond the house,

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is a gentle slope, reaching down to a stretch of smooth grass. On this slope were the seats for the audience, camp chairs, and benches made of planks. Across the grass on one side stood a large apple tree, and on the other a great iron-gray barn, shelterer of centuries of harvests. Smaller trees and bushes, filled in with evergreens and a fair-sized temporary stage for tableaux, formed the background for the changing scenes. The curtain of the stage was made of hanging ropes trimmed heavily with green leaves, like the evergreen ropes made for decorating churches at Christmas time. These, when the curtain was closed, hung close together and blended in with the bushes and trees on either hand. It was opened—drawn back from the middle to the sides—and closed, by the simple familiar means. To the left the ground sloped more abruptly for a short distance; then it gradually rose until it reached the woods that crowned the hill about a quarter of a mile away.

The "entrance" to this temporary open-air theater was marked by a signboard which was finely in keeping with the surroundings. Tobacco is one of the chief crops of the valley. Some boys took two tobacco poles and drove them into the ground, fastening a third across their tops. From this with heavy wire they suspended an old cellar door,—a real old cellar door, with long hinges that were clearly hand-made and different the one from the other. On this they tacked a large printed notice of the pageant. It cost, all told, twenty minutes' work.

The "box office" consisted simply of a small table and a chair under the trees at the entrance to the grounds. The stage entrance ran in from the street through the next door neighbor's place, past the corner of his kitchen garden, to another barn, just through the orchard from the stage. Down this road all the actors passed, May-queen and Puritan, Colonial and Indian, ox-cart and prancing horse. The barn itself afforded dressing rooms for the few who did not find it more convenient (as most of them did) to change their garb at home, and come along through the street in costume. And very natural they looked—little Puritan children in big white collars and stockings, trudging along ahead of their sedate parents in quiet gray, Indians in a good representation of nothing but warpaint, soldiers of the

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The Deerfield Pageant—Militia of 1685—Captain Lathrop's Company

French and Indian Wars in metal helmets and breastplates, festive maidens of the English May Day, courtly gentlemen and ladies of the Revolutionary period—all mingling with us of the present time, who were to play our part as

appreciative spectators, in costumes which were more or less correct now, and which had also been correct, in whole or in part, at various times in the past. There was nothing incongruous about it all—they had lived there, each in his time; these were their homes; they planted these trees. Why should they not ride in these more recent trolley cars—right convenient things, they—and as for us, they were too kindly to show by so much as a look if they regarded us later revivals of the twentieth century as intrusive or incongruously out of place.

The "green room," comfortable and attractive in every particular and true to its name, was the orchard that stretched between the two barns. The "property room," like most of the dressing rooms, was all over the village. The properties, like the actors, were all at home. Some of the articles used had taken up a permanent abiding place in the Historical Museum. Among these was the pitch-pipe with the help of which the Rev. John Williams lined out the psalms and hymns to his congregation. The costumes of the women were made in the village; the costumes of the men were hired. The program gave adequate historical and topographical notes regarding the events represented.

A pageant must be seen; it is not to be read. It is impracticable to give an account of all the scenes, and it would be barren merely to give a list of them. After all, the general value of the Deerfield pageant is not what it did with its history, but its suggestiveness as to what other towns can do with their local

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history. Further, the excellent work done by the general director, Miss Margaret MacLaren Eager, guiding the enthusiastic and intelligent work of all those who took part, renders it very difficult to select scenes for particular attention. They covered the colonial period from the departure of the Puritans from England to the call to arms at the outbreak of the Revolutionary War, when fifty minute men, to the music of a single fife, marched out of Deerfield to join the forces at Cambridge for the siege of Boston.

The fine, strong contrast in the first scene got a solid grip on the attention of the audience at the very start. It opened with a May Day festival of country folk in England, with their Morris dances and glees around the Maypole. The gentry graciously came on horseback to watch their festivities for a few moments. Then across the lawn in front of the merry lads and lasses with their flowers and gay colors, came the serious procession of the Puritans in black and gray and brown, Bibles in hand, men, women and children, led by their pastor and their elders, leaving England for new lands. The effect was still further heightened by the bantering and jeering of the merry-makers, the pranks of the jester in cap and bells, and the mocking of a very droll little dwarf, who imitated the manners of the pilgrims as, unheeding, they passed from sight through the trees.

One of the most beautiful scenes artistically, as one of the most important historically, was that in commemoration of the Massacre of Bloody Brook. Hadley was the gathering center for the soldiers making ready against the Indians. Captain Lathrop was sent with his company to harvest the grain that had been left stacked in the fields at Deerfield, and to bring it down to Hadley in ox-carts. They harvested the grain and in the morning of September 18, 1675, they started on the march. After a march of about two



The Deerfield Pageant—Leaving for Bloody Brook

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The Deerfield Pageant—The Return of the Rev. John Williams

miles, they were attacked by the Indians, ambushed in the woods. Only one escaped. In the pageant, first entered from beyond the big barn on the right, the little company of soldiers, in colonial uniforms and carrying long barreled, buckshot rifles.

Then single-file behind them came the ox-carts filled with the bags of grain—the same kind of cart that was used in 1675, still used in Whateley a few miles away further up among the hills. After a pause to say good-bye to families and friends, they proceeded down the slope to the left, back a little beyond the spectators, and then through the field to the foot of the hill, along the edge of the woods, and finally into the woods,—first the little company of soldiers, then the ox-carts, one by one, until they were all lost to sight. Hardly were they gone when the cracking of rifles from the woods, and the war-whoops of Indians told of the massacre. A few scattering shots and silence. It was all over.

The first school in Deerfield was kept by Mistress Hannah Beaman. Probably it was about 1682 that she opened her school—the year that Deerfield was resettled, this time permanently. There was an Indian attack on the school that became a striking event in the annals of the town. It occurred in 1694, and was re-enacted in the pageant. One brave little fellow saw the Indians crawling stealthily through the bushes, and gave the alarm. The other children escaped into the stockade, but he was killed.

It is interesting that Mistress Beaman lived and taught on the very site where the pageant was held. There too now live the Misses Frances and Mary Allen, who took the photographs of the school seemingly at once pictures of

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Mistress Beaman's pupils and of their present day descendants. With the beautiful simplicity and naturalness of the children vivid in my memory, and the fact impressed on my mind that there on that very spot where the pageant was being performed Mistress Beaman kept her little school, I still cannot believe that I did not see the school itself. It was very real. My little friends of the stage-coach were there, of course; they went to school in both their generations. This scene of the school was one of the most beautiful, most appealing of the whole pageant. Yet it was so, not on account of anything peculiar to Deerfield. Every town, every village, has had its first school, however far back or however recent the period, and little children are always unconsciously beautiful.

In February, 1703-1704, came the winter-night attack of the French and Indians. Tableaux sufficiently set forth the horrible story of that night. There was nothing crude in Miss Eager's work; rather her artistic restraint, omitting blood and horror, heightened the effect. A Deerfield woman who gave a cup of cold water to a French officer wounded in the attack upon her home, was the subject of one tableau. Then the Indians dragged their captives and victims off to Canada, the gentle and stately Rev. John Williams at their head, and his frail wife, soon to be stricken down by the tomahawk, among them. Other tableaux showed incidents in the after life of the captives, far to the north among the Indians; little Eunice Williams, the Rev. John Williams' daughter, brought up as an Iroquois; the purchase of one of the young men in Quebec from his Indian captor by the son of Governor Dudley of Massachusetts, acting as emissary for the exchange of captives; the marriage years after, in 1715, of two Deerfield children, Josiah Rising and Abigail Nims, under other names, living In-



The Deerfield Pageant—Wedding Dance

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dian lives among the Indians. Then the leafy curtain in front of the staging closed. There was a pause. Nothing happened. Was it a delay? People began to look around. Then far off, up at the most distant corner of the field on the left, they saw a horse coming out of the woods. Down through the fields the solitary horseman came. Every one watched him.

The Rev. John Williams, after two years' captivity in Canada, was finally exchanged. On the brig "Hope" he was taken to Boston and there he spent the winter, writing his book "The Redeemed Captive." In the spring he returned to Deerfield. His wife had been cruelly murdered on that snowy journey on foot into Canada. His children were some of them murdered, some of them still captives, so far as he knew, among the Indians, he knew not where. His friends, his flock, also were some of them dead, some in captivity, but some still in Deerfield. Here he was coming back to his own—such of them as remained. Near enough now, one could see on the black horse the straight, slim figure of a man, dark and pale, almost shadowy, wearing a long black coat with the white neck tabs, and a large brimmed black hat. Up the slope he rode at a walk in simple, quiet dignity. The people of the village came out to meet him, preceded by the church elders. He got off his horse and bowed. His people came up two by two and bowed low and gravely to him, and he to them. The Puritan suppression of all demonstrativeness was terrible in its emotional power. Many streams of the River of Death had flowed between them in the two years of his absence. One silver haired old woman, a mother in Israel, the last of the line, approached and bowed to him and he bowed to her. Then she went up, put her hands on his shoulders, and buried her face on his breast. "The rest was silence." And it was the descendants of these people who were now taking their parts.

After 1759, the year of Wolfe and Montcalm, the whole atmosphere changed in America. Courtly scenes from the last half of the eighteenth century succeeded in the pageant:—an exquisite colonial wedding, where the guests came dashing up in the stagecoach on the run, followed by a minuet; the spirited raising of the Liberty Pole (the actual spot is marked, only a little way down the street); the Tory Parson Ashley's Tea Party; and the

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Call to Arms in 1775, brought the pageant to its close in an ensemble of all the participants, all the shades of the past, Indian, Puritan, English and Revolutionary, centering around a tableau of the surviving veterans of the Civil War in their uniforms, saluting the flag, spectators and audience, the people of the past and the people of the present sang "The Star Spangled Banner."

Truly, Deerfield has a wealth of historical incident. This is the only objection to its being used as an argument for the spread of the pageant through the country as a celebration for the Fourth of July and other patriotic holidays. May due allowance be made for them on this account; may this be forgiven them, considering the human typical way in which the scenes were managed! Richness of local history, in the sense usually understood, is not necessary for a pageant. Every town, every village, has abundant material in its development, whatever that development has been. Once the site of every town was covered by the grass of the prairie or by the trees of the forest; now it is a town with its industries and its human interests. What was the story? Even if the town developed through a humdrum history which left no special record, the life of the town was human and it was typical. The children went to school, the young people married, men worked out their livings at various trades, women conducted their homes in the spirit of certain ideals; people came to the town from other places and other countries, bringing new races, new ideas, new methods of business, and new hopes. By these steps the town has grown to what thus far it is. Every town is a rich field for a pageant. Deerfield has shown that a beautiful pageant, an artistic and financial success, can readily be produced by a small town at little expense trusting simply in good guidance and to the enthusiastic working together of all the people. What Deerfield has done, any other village or town can do.

Pageantry in America is just beginning. It has joy to bring with it. It is an art, with art-limitations, but it is not a confined art. The whole world of life lies before the art of pageantry, just as it does before the novel, or any other branch of the drama. It is there, in every city, town and village, for those who are able to see it, freely to set it forth. Hand in hand with the

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pageant goes a noble civic pride. Without that noble civic pride, no community will be able to catch the vision of the pageant goes a noble civic pride. Without that no community will be able to catch the vision of the pageantry that lies barely hidden in its local history. But to every city, or town, or village, that has eyes and the local patriotism to see, the pageant brings the joy of a perennial civic youthfulness.

ACCIDENTS

LETTER FROM GRAND RAPIDS

February 4, 1911.

The Playground, New York City.

GENTLEMEN:

Referring to the letter of Judge Lindsey in a recent issue, we have a similar condition in Grand Rapids. Our city is built on hills and valleys which naturally make many streets that are excellent coasting streets. For years it has been the custom of our common council to set aside certain unfrequented streets for public coasting. These have, to a certain extent, been under supervision. In some cases guards have been placed at frequent intersecting streets, and the roads have been sanded at the foot of the hills. We have never had any serious trouble until this winter, when, owing to a thaw and subsequent freeze, the streets were in a very icy condition. During this period a number of accidents occurred through coasters running into teams at street intersections, and bob sleds slewing into curbs and telegraph poles. In consequence a number of claims have been filed with the city for damages. One man has claimed damages for injuries to his son through running into a team, and numerous other claims are being prepared. The claimants aver that the city, having given permission for the use of these streets for this purpose, is responsible for damages. The claims, so far, have been rejected but there is a prospect of their being brought into court. Do you know of any similar cases and the outcome?

Yours truly,

CHARLES N. REMINGTON.



SEWARD PLAYGROUND, LINCOLN PARK SYSTEM, OUTFITTED
WITH ALL-STEEL APPARATUS BY
A. G. SPALDING & BROS. INC., - - CHICOPEE, MASS.

CHICAGO

THE INALIENABLE RIGHT

"We hold these truths to be self-evident that all men . . . are endowed by their Creator with certain inalienable rights; that among these are life, liberty and the PURSUIT OF HAPPINESS."—*Declaration of Independence.*

